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ACADEMIC CALENDAR OF EVENTS 2002-2003

KEY TO CAMPUS LOCATIONS

MCC | **Mayland Community College**

SCC | **Surry Community College**

WOMD | **Watauga Organizational Management & Development Program**

WPCC | **Western Piedmont Community College**

August 15	Registration - MCC
August 19	Registration - WPCC
August 20	Registration - SCC
August 22	Registration - WOMD
August 15	Classes begin - MCC
August 19	Classes begin - WPCC
August 22	Classes begin - SCC & WOMD
September 5	Labor Day - <i>No classes</i>
September 5	Last day to enroll, End of Drop/Add
October 2	Last day to withdraw, December graduation notification due
November 23	Thanksgiving Break begins
December 1	Thanksgiving Break ends - <i>classes resume December 2</i>
December 9	Book buy back, Final examinations - WPCC
December 10	Book buy back, Final examinations - MCC
December 11	Book buy back, Final examinations - WOMD
December 12	Book buy back, Final examinations - SCC

January 6	Registration - WPCC
January 7	Registration - MCC
January 8	Registration - WOMD
January 9	Registration - SCC
January 13	Classes begin - WPCC
January 14	Classes begin - MCC & SCC
January 15	Classes begin - WOMD
January 20	Martin Luther King, Jr. Day - <i>No classes</i>
January 23	Last day to enroll, End of Drop/Add
February 13	Last day to withdraw, May graduation notification due

March 1	Spring Break begins
March 9	Spring Break ends – <i>classes resume March 10</i>
April 17	Easter Break begins– <i>staff holiday</i>
April 21	Easter Break ends – <i>classes resume April 22</i>
May ***	Final examinations - ***
May ***	Final examinations - ***
May ***	Final examinations - ***
May ***	Final examinations - ***
May 9	Baccalaureate
May 10	Commencement
May 18	Book buy back and summer registration - WOMD
May 19	Book buy back and summer registration - WPCC
May 20	Book buy back and summer registration - MCC
May 22	Book buy back and summer registration - SCC

May 27	Classes begin - SCC
May 28	Classes begin - WOMD & WPCC
May 29	Classes begin - MCC
May ***	Last day to enroll
June 4	Last day to withdraw
June 27	Final examinations

July 7	Registration and classes begin
July 9	Last day to enroll
July 16	Last day to withdraw
August 8	Final examinations

MISSION STATEMENT

Lees-McRae College, affiliated with the Presbyterian Church (USA) is a small, private college nestled in the mountains of northwestern North Carolina. Founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs in the area, the purpose of the college is to fulfill its motto, "In the mountains, of the mountains, and for the mountains," while extending its ministry of education and service to diverse populations.

As a baccalaureate college with a varied and challenging curriculum embedded in a liberal arts core, Lees-McRae provides both the knowledge and the skills to prepare the student for a productive and satisfying life. This preparation is delivered through a values-based education in the Christian tradition.

Lees-McRae College provides a student-centered and nurturing environment that encourages intellectual, spiritual, physical and social growth, combining learning with leadership development and community outreach. The Lees-McRae graduate will be able to think critically, adapt to a changing technological and global society, and value lifelong learning, integrity and responsibility.

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.**
- **60 semester/90 quarter hours or better of transfer credit with a grade of “C” or better.**
- **Completion of specific prerequisite coursework as outlined by a specific program of study.**

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) form**
- **Student applicant will submit original documentation and a \$25.00 application fee 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 Assistant Dean of Students for Admissions will send off-campus students 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 Office of Admissions 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.

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. Aid packages may contain up to three types of aid as described below:

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

If you do not qualify for need-based aid, yet require some 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 that Lees-McRae College students may be eligible for.

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 \$4,000 for the 2002-03 academic year. These amounts may increase depending upon congressional funding.

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 \$1800 to help defray your 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 providing 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, met all admissions criteria, been fully accepted, and actively matriculated 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. These standards are described in the **Academic Information** section of this catalog. Veterans and other eligible persons are required to seek academic assistance by contacting their instructor, counselor, advisor, or the Registrar before academic difficulties place them on Academic Probation or Academic Suspension.

For information about monetary benefits contact the US Department of Veteran Affairs Regional Office in Winston-Salem, NC. For information about the available programs at Lees-McRae College, contact the Office of Financial Aid.

SELF-HELP AID

This part of the financial aid package consists of educational loans. Educational loans have low interest rates and long-term repayment schedules. The student assumes the loan.

FEDERAL STAFFORD LOANS (SUBSIDIZED AND UNSUBSIDIZED)

The Federal Stafford Loan carries a variable interest rate capped at 8.25% and may be obtained from various lending institutions. The maximum loan is \$2625 per year for freshmen; \$3500 per year for sophomores; and, \$5500 per year thereafter. Repayment begins six months after you leave school.

On a subsidized loan, interest accrues to the borrower during enrollment.

On an unsubsidized loan, interest begins accruing at the time of disbursement. The student can elect to make quarterly interest payments while they are in school or defer them until six months after they leave school. Loan applications are available in the Office of Financial Aid.

FEDERAL PERKINS LOANS

The Federal Perkins Loan, administered by the College, carries a 5% interest rate and may be obtained if needs remain after the Federal Stafford Loan is awarded. You may borrow up to your need, 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.

FINANCIAL INFORMATION

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 the your specific off-campus program, please contact the Office of Educational Outreach.

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

- **Deposit (non-refundable) | May 1, October 1st for spring enrollments**
- **Fall semester fees | 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.

MISCELLANEOUS NONREFUNDABLE FEES

Description	Value
Application Fee	\$25
Graduation Fee	\$90

REFUND POLICIES

REFUND OF TUITION

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.

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

REFUND POLICY 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. Refunds are computed net of scholarships.

RELEASE OF TRANSCRIPTS AND OTHER COLLEGE RECORDS

All accounts must be totally 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 attempts to bring as many services as possible to the off-campus programs. The Director of Educational Outreach, 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 of 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 Assistant Dean of Students for Financial Aid and the Accounts Receivable 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 website at www.lmc.edu. Students enrolled in off-campus programs are provided other pertinent information on a regular basis through their program coordinator.

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. The Campus Chaplain's Office provides Christian ministry to the Lees-McRae College family. Students requiring pastoral care may call 828-898-8788 Monday through Friday from 9:00 am to 4:00 pm.

COUNSELING SERVICES

Lees-McRae College recognizes that off-campus students are unique individuals with vastly different experiences from those of the traditional day student. The College also realizes that the life, professional, family, and educational circumstances of adult learners can be very stressful and may require counseling.

In recognition of this need, Lees-McRae is committed to providing counseling services to its off-campus students. Students requiring counseling services may call 1-800-280-4562 Monday through Friday from 9:00 am to 4:00 pm. Consultations are provided in the areas of personal difficulties, personal growth, and career counseling.

DISABILITY SERVICES

Lees-McRae College is dedicated to ensuring that students with disabilities have equal access to educational opportunities. The Office of Counseling Services and the Student Success and Internship Center provide assistance and encouragement to meet the challenges of college life.

Under the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, all colleges and universities receiving federal financial assistance are legally bound to prohibit discrimination in the recruitment process, the admissions process and the education process of students with disabilities. Students with **documented** disabilities are entitled to receive **reasonable** accommodations that will enable them to participate in and have the opportunity to benefit from educational programs and activities at Lees-McRae College.

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he/she:

- **Has a disability;**
- **Has a history of disability;**
- **Is recognized by others as having a disability.**

The Office of Counseling Services will assist any student with a documented disability to obtain reasonable accommodations for instructional activities. The Office of Counseling Services also provides career and personal counseling and serves as a resource to faculty and staff who need information about working with disabilities. The Office of Counseling Services can provide referrals to community health and wellness resources as well.

The Student Success and Internship Center is a program designed to deliver academic support services and to coordinate a wide variety of functions critical to student success. Services provided by the Student Success and Internship Center include: Peer tutoring, The Writing Center, placement testing, preparatory courses, advising for students undecided about their major, and career planning courses. The Center also offers workshops and individualized instruction to develop note-taking, time-management, and study skills.

Students with disabilities are entitled to an equal opportunity to participate in and benefit from programs and services offered at Lees-McRae College. To ensure this, students with disabilities at the college should adhere to the following procedure:

1. Identify themselves to the Office of Counseling Services and develop a personal plan for accommodation of the disability. Forms are provided in program orientation packets, from program coordinators, or may be obtained in the Office of Counseling Services;
2. Provide current (recent) documentation from a doctor or other licensed professional identifying the disability and recommending accommodations;
3. Actively participate in the development of accommodations and modifications;

4. Meet with faculty each semester at the beginning of the term to discuss arrangements for implementing the accommodation plans
; and
5. Stay in contact with the Office of Counseling Services and the Student Success and Internship Center during the semester to ensure that the coordination of accommodations is effective.

COMPUTER SERVICES

Lees-McRae College strongly encourages its students, faculty, and staff in the use of computers. All College computers use the Windows 98 operating system and are a part of the campus Internet network. Windows NT Servers run the campus network and e-mail systems. Lees-McRae uses the Microsoft Exchange e-mail system and all students are given e-mail accounts when they enroll. Students are encouraged to use e-mail to communicate with faculty and staff members. Students are also encouraged to access the campus web page at www.lmc.edu for up-to-date information on campus events and resources.

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 Online 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 online "Ask a Librarian" page.

Through the online 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 ID from any MCLN institution 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.

Students enrolled on off-campus programs also have access to a variety of subject-specific resources provided particularly to support their fields of study. For example, in addition to the numerous health-related resources included in the NCLive databases (CINAHL, PubMed, etc.), students in the Mayland Nursing program are provided with access to Proquest Nursing Journals, a full-text database of over 250 journals in nursing and allied health fields. Students enrolled in the Teacher Education Program on the campus of Surry Community College also have, in addition to the NCLive databases, access to a newly established Curriculum Library.

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 request 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 webpage at www.lmc.edu/lmclibrary.

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 pre-registration, 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.

ACADEMIC INFORMATION

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. Students enrolled in the Adult Lifelong Learning (ALL) program may attend part-time.

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 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 which are strong indicators for success. Students who meet the requirements of the Transfer Module listed below will have met the equivalent of Lees-McRae's General Education Core.

Curricular Area	Semester Hours Required
Composition	6 semester hours (3 may be in Oral Communication)
Humanities and Fine Art	12 semester hours
Social and Behavior Science	12 semester hours
Natural and/or Mathematical Sciences	14 semester hours
TOTAL SEMESTER HOURS	44 semester hours

In order to receive a Baccalaureate degree from Lees-McRae, a transfer student must earn 32 of the last 40 hours with a minimum cumulative grade point average (GPA) of 2.0 at Lees-McRae College.

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. 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. All questions and requests for information concerning transfer of courses should be addressed to the Office of the Registrar.

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 credit hours. 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 Educational Outreach. Upon approval from the appropriate academic division, the Registrar will post the Life-Work Experience credits on the students 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 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 the second degree will vary.**

COURSE REQUIREMENTS FOR GRADUATION

Lees-McRae College requires every student to enroll in a prescribed curriculum and to pursue this curriculum through a carefully planned sequence of courses that will lead to successful completion of the academic program and the awarding of the appropriate baccalaureate degree. No deviation from the prescribed curriculum will be permitted unless written approval has been secured from the Vice President for Academic Affairs/Dean of the Faculty.

ACADEMIC REQUIREMENTS FOR GRADUATION

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

- **A minimum cumulative grade point average (GPA) of 2.0,**
- **A grade of “C” or better in all required major courses,**
- **A minimum of 124 semester hours,**
- **Successful completion of an outlined degree program,**
- **At least 30 semester hours taken at the 300 or 400 level,**
- **At least 32 of the last 40 semester hours must have been earned at Lees-McRae College.**

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 semester hours of coursework for which a grade of “D” has been received (including coursework transferred as part of an Associate degree) may apply toward graduation.

No more than four semester hours of physical education activity courses may count toward graduation.

A student must meet graduation requirements listed in the *College Catalog* and *Off-Campus Programs Supplement* in effect when the student entered Lees-McRae College. If the student has been out-of-residence for more than one academic year, however, graduation requirements in effect at the time of re-enrollment at Lees-McRae will apply.

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

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 Registrar 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.

ACADEMIC HONORS

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.**

DIVISION AWARDS

Awards are presented by each academic Division for scholastic excellence during the Honors and Awards Ceremony held each spring. Selection of each Division Award is by consensus of the faculty within each Division.

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** semester 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 semester hours at Lees-McRae to be eligible for graduation honors.

PROGRAMS OF STUDY

Lees-McRae College offers four programs of study for off-campus students. The Bachelor of Science in Criminal Justice is offered on the campus of Mayland Community College and Western Piedmont Community College. The Bachelor of Arts in Elementary (K-6) Education is offered at Surry Community College and Western Piedmont Community College. The Bachelor of Science in Nursing (RN to BSN completion program) is offered at Mayland Community College. The Bachelor of Business Science with a major in Organizational Management and Development is offered at Mayland Community College and in Boone, NC.

Students who have received the Associate of Arts or 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 will be considered as having met Lees-McRae College's General Education Core requirement. The North Carolina Transfer Agreement consists of the following coursework:

Curricular Area	Semester Hours Required
Composition	6 semester hours (3 may be in Oral Communication)
Humanities and Fine Art	12 semester hours
Social and Behavior Science	12 semester hours
Natural and/or Mathematical Sciences	14 semester hours
TOTAL	44 semester hours

Students transferring from a regionally accredited institution who have not satisfied the North Carolina Transfer Agreement will be required to complete the General Education requirements as outlined by a particular program of study. Transcripts will be evaluated on a course-by-course basis.

Students who have received the Associate of Applied Science degree from a regionally accredited institution will be required to satisfy the Lees-McRae College General Education Core requirements as outlined by a particular program of study prior to graduation.

Criminal Justice | Program at Study

The Criminal Justice program at Lees-McRae College utilizes the social science perspective to study the nature and causes of crime and provides a comprehensive understanding of the United States criminal justice system.

The Criminal Justice Discipline

The Criminal Justice program integrates coursework and interaction with professional in various disciplines to prepare students for graduate school, law school and careers throughout the criminal and juvenile justice systems. Graduates of the program work in law enforcement and investigative agencies at the local, state, and federal levels. Other opportunities to serve include correctional institutions, adult and juvenile probation and parole, victim's services, private security, and other human services-related fields.

Why study Criminal Justice at Lees-McRae College?

The liberal arts environment at Lees-McRae College enables all students to develop a strong personal character that will serve the Lees-McRae graduate throughout his or her professional and personal life.

Lees-McRae College students who major in Criminal Justice benefit from a unique, holistic learning environment. The program of study challenges the student to view crime, law, and social problems from the perspectives of psychology, sociology, and business, as well as those of the specialized Criminal Justice discipline. An internship gives the student hands-on experiences and a chance to develop professional relationships. The Senior Research

Seminar is a capstone experience where the student works collaboratively with faculty to research a topic of his or her interest, present results, and get involved with community service.

Bachelor of Science in Criminal Justice | Major

The BS in Criminal Justice requires 51 semester hours and includes the following components:

- Completion of the General Education Core **for the BS degree. In the General Education Core, Criminal Justice majors *must* take CRI 221.**
- **Required Major Courses (39 semester hours)**
 - CRI 301 Juvenile Delinquency (3)
 - CRI 331 Criminology (3)
 - CRI 380 Research Methods (3)
 - CRI 411 Principles of Law Enforcement (3)
 - CRI 421 Judicial Process (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)
 - SOC 251 Social Problems (3)
- **Elective Major Courses** (select 12 semester hours)
 - CRI 321 Deviant Behavior (3)
 - CRI 441 Crisis Intervention (3)
 - CRI 488 Special Topics (3)
 - PSY 303 Abnormal Psychology (3)
 - SOC 333 Rural Sociology (3)
 - SOC 335 Race and Ethnicity (3)
 - SOC 439 Urban Sociology (3)
- **Additional Elective Courses** (enough to reach the 124 hour level)

Bachelor of Science in Criminal Justice | Two Year Plan
Mayland Community College

First Semester		Second Semester	
CRI 321	Deviant Behavior (3)	CRI 461	Comparative Criminal Justice (3)
CRI 451	Mediation (3)	HIS 112	World Civilization II (3)
LIT XXX	Literature Course (3)	PSY 303	Abnormal Psychology (3)
SPH 241	Speech (3)	SOC 251	Social Problems (3)
Third Semester		Fourth Semester	
CRI 265	Statistics for Criminal Justice (3)	CRI 280	Independent Study (3)
HIS 111	World Civilization I (3)	CRI 380	Research Methods (3)
SOC 335	Race and Ethnicity (3)	CRI 499	Senior Research Seminar (3)
REL 114	Introduction to the Bible (3)	SCI 288	Special Topics

Transfer Agreement

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 Criminal Justice.

LMC Coursework		MCC Equivalent Coursework	
<i>Course</i>	<i>Course Title (SHC)</i>	<i>Course</i>	<i>Course Title (SHC)</i>
English Composition (6 hours)			
ENG 111	Freshman Composition I (3)	ENG 111	Expository Writing (3)
ENG 112	Freshman Composition II (3)	ENG 114	Professional Writing (3)
Computer Science (3 hours)			
CIS 104	Introduction to Computers (3)	CIS 110	Introduction to Computers (3)
Natural Science (3 hours)			
BIO 102	Environmental Science (3)	No Equivalent Course	
Mathematics (3 hours)			
MAT 111	College Math (3)	MAT 140	Survey of Math (3)
	MAT 161		College Algebra (3)
World Civilization (6 hours)			
HIS 111	World Civilization I (3)	No Equivalent Course	
HIS 112	World Civilization II (3)	No Equivalent Course	
Social Science (3 hours)			
CRI 221	Intro to Criminal Justice (3)	CJC 111	Intro to Criminal Justice (3)
Religion (3 hours)			
REL 114	Introduction to the Bible (3)	PHI 210	History of Philosophy (3)
	REL 112	REL 111	Eastern Religions (3)
	REL 112	REL 211	Intro to Old Testament (3)
	REL 112	REL 212	Intro to New Testament (3)
Literature (3 hours)			
LIT 2XX	Literature Survey Course (3)	No Equivalent Course	
Speech (3 hours)			
SPH 241	Speech (3)	No Equivalent Course	
Math, Science, or Computer Language (6 hours)			
BIO 271	Human Anatomy & Physiology (3)	BIO 163	Basic Anatomy & Physiology (3)
Fine Arts (3 hours)			
ART/PFA	Fine Arts Course (3)	ART 111	Art Appreciation (3)
	ART 116		Survey of American Art (3)
	HUM 160		Introduction to Film (3)
	MUS 110		Music Appreciation (3)
Criminal Justice Requirements (36 hours)			
CRI 265	Statistics for Criminal Just (3)	No Equivalent Course	
CRI 301	Juvenile Delinquency (3)	CJC 113	Juvenile Justice (3)
CRI 331	Criminology (3)	CJC 112	Criminology (3)
CRI 380	Research Methods (3)	No Equivalent Course	

CRI 411	Principles of Law Enforce (3)	No Equivalent Course
CRI 421	Judicial Process (3)	CJC 132 Court Procedures (3)
CRI 431	Corrections (3)	CJC 141 Corrections (3)
CRI 450	Criminal Law & Procedures (3)	CJC 131 Criminal Law (3)
CRI 451	Mediation (3)	No Equivalent Course
CRI 461	Comparative Criminal Justice (3)	No Equivalent Course
CRI 471	Criminal Justice Internship (3)	Evaluated on Individual Basis
CRI 499	Senior Research Seminar (3)	No Equivalent Course
SOC 251	Social Problems (3)	No Equivalent Course

Criminal Justice Major Electives (select 12 hours)

CRI 321	Deviant Behavior (3)	No Equivalent Course
CRI 441	Crisis Intervention (3)	CJC 225 Crisis Intervention (3)
CRI 488	Special Topics (3)	No Equivalent Course
PSY 303	Abnormal Psychology (3)	No Equivalent Course
SOC 333	Rural Sociology (3)	No Equivalent Course
SOC 335	Race & Ethnicity (3)	No Equivalent Course
SOC 439	Urban Sociology (3)	No Equivalent Course

Hours Transferred for AAS Program

CRI 288	Interrogations (3)	CJC 120	Interrogations (3)
CRI 288	Law Enforcement Operations (3)	CJC 121	Law Enforcement Operations(3)
CRI 288	Ethics & Community Relations (3)	CJC 212	Ethics & Community Relations (3)
CRI 288	Substance Abuse (3)	CJC 213	Substance Abuse (3)
CRI 288	Victimology (3)	CJC 214	Victimology (3)
CRI 288	Investigative Principles (3)	CJC 221	Investigative Principles (3)
CRI 288	Criminalistics (3)	CJC 222	Criminalistics (3)
CRI 288	Constitutional Law (3)	CJC 231	Constitutional Law (3)
CRI 288	Correctional Law (3)	CJC 233	Correctional Law (3)
CRI 288	Law Enf. Management/Support (3)	CJC 240	Law Enf Management/Support (3)
CRI 288	Community-Based Corrections (3)	CJC 241	Community-Based Corrections (3)
POL 225	American Government (3)	POL 120	American Government (3)
POL 288	State & Local Government (3)	POL 130	State & Local Government(3)
PSY 233	General Psychology (3)	PSY 150	General Psychology (3)
HUM 288	Special Topics (3)	HUM XXX	Any Humanities not listed above (3)
SSC 121	First Year Exper (1)	ACA 111	College Student Success (1)

Bachelor of Science in Criminal Justice | Two Year Plan
Western Piedmont Community College

First Semester

BIO 102	Environmental Biology (3)
CRI 488	Special Topics in CJ (3)
MAT 111	College Mathematics (3)
SOC 251	Social Problems (3)

Second Semester

CRI 451	Mediation (3)
CRI 461	Comparative Criminal Justice (3)
	Major Elective (3)
	Schedule class as needs dictate (3)

Major Elective (3)

Third Semester

CRI 265	Statistics for Criminal Justice (3)
HIS 112	World Civilization II (3)

Fourth Semester

CRI 380	Research Methods (3)
CRI 499	Senior Research Seminar (3)

SCI 288 Special Topics (3) HIS 111 World Civilization I (3)

Major Elective Scheduled class as needs dictate

Transfer Agreement

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

LMC Coursework

Course Course Title (SHC)

WPCC Equivalent Coursework

Course Course Title (SHC)

English Composition (6 hours)

ENG 111 Freshman Composition I (3)

ENG 111 Expository Writing (3)

ENG 112 Freshman Composition II (3)
Writing & Reports (3)

ENG 113 Literature-Based Research (3)

ENG 114 Professional

Computer Science (3 hours)

CIS 104 Introduction to Computers (3)

CIS 111 Basic PC Literacy (3)

Natural Science (3 hours)

BIO 102 Environmental Science (3)

BIO 140 Environmental Biology (3)

Mathematics (3 hours)

MAT 111 College Math (3)
Math (3)

MAT 115 Math Models (3)

MAT 140 Survey of

World Civilization (6 hours)

HIS 111 World Civilization I (3)

No Equivalent Course

HIS 112 World Civilization II (3)

No Equivalent Course

Social Science (3 hours)

CRI 221 Intro to Criminal Justice (3)

CJC 111 Intro to Criminal Justice (3)

Religion (3 hours)

REL 114 Introduction to the Bible (3)
World Religions (3)
REL 212

PHI 210 Hist of Philosophy (3)

REL 110

REL 211 Introduction to Old Testament (3)

Introduction to New Testament (3)

Literature (3 hours)

LIT 2XX Literature Survey 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

Western World Lit I (3)

ENG 252

Western World Lit II (3)

Speech (3 hours)

SPH 241 Speech (3)

COM 110 Intro to Communications (3)

Math, Science, or Computer Language (6 hours)

SCI 288 Forensic Science (3)

No Equivalent

Fine Arts (3 hours)

ART/PFA Fine Arts Course (3)

ART 111 Art Appreciation (3)

ART 116

Survey of American Art (3)

HUM 160

Introduction to Film (3)

MUS 110

Music Appreciation (3)

Criminal Justice Major Courses (36 hours)

CRI 265	Statistics for Criminal Justice (3)	No Equivalent Course
CRI 301	Juvenile Delinquency (3)	CJC 113 Juvenile Justice (3)
CRI 331	Criminology (3)	CJC 112 Criminology (3)
CRI 380	Research Methods (3)	No Equivalent Course
CRI 411	Principles of Law Enforce (3)	No Equivalent Course
CRI 421	Judicial Process (3)	CJC 132 Court Procedures (3)
CRI 431	Corrections (3)	CJC 141 Corrections (3)
CRI 450	Criminal Law & Procedure (3)	CJC 131 Criminal Law (3)
CRI 451	Mediation (3)	No Equivalent Course
CRI 461	Comparative Criminal Justice (3)	No Equivalent Course
CRI 471	Criminal Justice Internship (3)	Evaluated on Individual Basis
CRI 499	Senior Research Seminar (3)	No Equivalent Course
SOC 251	Social Problems (3)	No Equivalent Course

Criminal Justice Major Electives (select 12 hours)

CRI 321	Deviant Behavior (3)	No Equivalent Course
CRI 441	Crisis Intervention (3)	CJC 225 Crisis Intervention (3)
CRI 488	Special Topics (3)	No Equivalent Course
PSY 303	Abnormal Psychology (3)	No Equivalent Course
SOC 333	Rural Sociology (3)	No Equivalent Course
SOC 335	Race & Ethnicity (3)	No Equivalent Course
SOC 439	Urban Sociology (3)	No Equivalent Course

Hours Transferred for AAS Program

CRI 288	Ethics & Community Relations (3)	CJC 212 Ethics & Community Relations (3)
CRI 288	Investigative Principles (3)	CJC 221 Investigative Principles (3)
CRI 288	Constitutional Law (3)	CJC 231 Constitutional Law (3)
CRI 288	Interrogations (3)	CJC 120 Interrogations (3)
CRI 288	Law Enforcement Operations (3)	CJC 121 Law Enforcement Operations (3)
CRI 288	Substance Abuse (3)	CJC 213 Substance Abuse (3)
CRI 288	Community-Based Corrections (3)	CJC 241 Community-Based Corrections (3)
CRI 288	Selected Topics in CJ (3)	CJC 293 Selected Topics in CJ (3)
POL 225	American Government (3)	POL 120 American Government (3)
PSY 233	General Psychology (3)	PSY 150 General Psychology (3)
SOC 236	Introduction to Sociology (3)	SOC 210 Introduction to Sociology (3)

After Graduation

Employment of probation officers and correctional treatment specialists is projected to grow faster than the average through 2010. Despite recent decreases in the crime rate, vigorous law enforcement is expected to result in a continuing increase in the prison population. Overcrowding in prisons also has increased the probation population, a judges and prosecutors search for alternate forms of rehabilitation, such as electronic monitoring and daily reporting enters. The increasing prison, parole, and probation populations should spur more demand for probation and parole officers and correctional treatment specialists. In addition to openings due to growth, many openings will be created by replacement needs, especially openings due to the large number of these workers who are expected to retire over the projection period.

Nursing | Program of Study

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 and who already are a registered nurse.

The Nursing Discipline

During the past decade, a major transformation has occurred in the US health-care industry as HMOs, PPOs, and managed care corporate structures have become major players in determining reimbursement strategies. Cost containment based on client outcomes, rather than illness-based care, is now the norm.

With the massive restructuring occurring in managed care, health care is rapidly moving from an inpatient-based setting to more cost-efficient community and ambulatory care facilities. Hospitals and long-term care facilities have shortened the lengths of stay for patients who are acutely ill. Hospitals now send these clients home to be cared for by family care providers and home-based nursing care agencies. Community-based nursing requires skills in decision-making, managing community resources, and coordinating the care of clients with numerous care providers.

Nurses who hold baccalaureate degrees in nursing have traditionally filled these community-based roles. Recently, the North Carolina Center for Nursing conducted a statewide survey to determine the employment trends for the state. In this survey, 909 organizations were randomly chosen from a list of 3,732 employers. These organizations represented both hospitals and community-based employers of registered nurses. The results indicated that hospitals would require 40.2% less registered nurses with associate degrees. This same group reported that they would require 58.9% more nurses who hold baccalaureate degrees in nursing. Agencies that were in the community-based sector reported that 41% of the agencies would need more registered nurses with an Associate degree while 44.2% of the agencies would require nurses with a least a Bachelors degree in nursing.

Why Study Nursing at Lees-McRae College?

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.

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 | Major

The Bachelor of Science in Nursing requires XX 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 Registration **as a registered professional nurse**
- Two years of work as a professional nurse **(at least 20 hours per week)**
- General Education Requirements **(38 semester hours)**
 - ART 241 History and Appreciation of Art (3)
 - BIO 271 Human Anatomy/Physiology I (4)
 - BIO 272 Human Anatomy/Physiology II (4)
 - CIS 104 Introduction to Computers (3)
 - ENG 111 Freshman Composition I (3)
 - ENG 112 Freshman Composition II (3)
 - HIS 111 World Civilization I (3)
 - HIS 112 World Civilization II (3)

- IDS 400 Humanities: A Holistic Approach (3)
- IDS 410 Personal Values and Bio-ethics (3)
- PSY 233 General Psychology (3)
- SPH 241 Speech (3)

- **Required Associate Degree Courses (41 semester hours)**
(All course taken at Mayland Community College)

- **NUR 115 Fundamentals of Nursing (5)**

- NUR 116 Nursing of Older Adults (4)
 - NUR 117 Pharmacology (2)
 - NUR 118 Nutrition/Diet Therapy (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 188 Nursing in Community (3)

- **Professional Requirements (47 semester hours)**

- NUR 250 Biochemistry for the Nursing Profession (4)
 - NUR 255 Microbiology for the Nursing Profession (4)
 - NUR 317 Group Process and Behavior (3)
 - NUR 320 Career Development (3)
 - NUR 321 Advanced Applications (3)
 - NUR 329 Research and Statistical Methods (4)
 - NUR 335 Adult Nursing (10)
 - NUR 413 Trends in Health Care Delivery (2)
 - NUR 414 Community: Promoting Wellness (5)
 - NUR 422 Principles of Management/Leadership (3)
 - NUR 451 Practicum (3)
 - PSY 253 Developmental Psychology (3)

- 126 Total Semester Hours

Bachelor of Science in Nursing | Two Year Plan
 Mayland Community College

First Semester

Second Semester

Third Semester

Fourth Semester

Transfer Agreement

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.

LMC Coursework		MCC Equivalent Coursework	
Course	Course Title (SHC)	Course	Course Title (SHC)
ENG 111	Freshman Composition I (3)	ENG 111 (3)	
ENG 112	Freshman Composition II (3)	ENG 112 113 (3) 114 (3)	
CIS 104	Introduction to Computers (3)	CIS 110 (3) CIS 111 (3)	
BIO 271	Human Anatomy/Physiology I (3)	BIO 165 (3)	
BIO 272	Human Anatomy/Physiology II (3)	BIO 166 (3)	
HIS 111	World Civilization I (3)	HIS 121 (3)	
HIS 112	World Civilization II (3)	HIS 122 (3)	
PSY 233	General Psychology (3)	PSY 150 (3)	
PSY 253	Developmental Psychology (3)	PSY 110 (3)	
SPH 241	Speech (3)	COM 110 (3)	
ART 241	History & Appreciation of Art (3)	ART 111 (3)	
LIT XXX	Literature Courses (3)	ENG 231 (3) 232 (3) 233 (3) 241 (3) 242 (3) 243 (3) 251 (3) 252 (3) 261 (3) 262 (3) 273 (3) 274 (3)	
NUR 335	Adult Nursing (3)	NUR 235 (3)	

After Graduation

The current labor statistics for Western North Carolina, compiled by the Northwest Area Health Education Center and the Mountain Area Health Education Center, points to a severe shortage of both generalist and specialist nurses throughout the region. Employers will need more Baccalaureate-prepared nurses and more nurse practitioners. At the same time, these employers anticipate needing fewer nurses with Associate degrees or hospital diplomas. Additionally, there is an acute shortage of nurses with critical care experience and with the advanced education needed to meet the changing employment needs of the region.

Elementary Education | Program of Study

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 that will act as reflective mentors 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 Surry County Community College (SCC) in Dobson, NC and at the campus of Western Piedmont Community College (WPCC) in Morganton, NC. All are identified by Lees-McRae College as Flagship Programs.

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

Ms. Laura Horton, *Coordinator*
LMC Elementary Education
Program at SCC
P.O. Box 767
Dobson, NC 27017
(336) 386-9650
horton@lmc.edu

Mr. Brian P. Keough, *Coordinator*
LMC Elementary Education
Program at WPCC
P.O. Box 128
Banner Elk, NC 28604
(828) 898-8879
keough@lmc.edu

The Elementary Education Discipline

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 a strong course of study that promotes positive and holistic development of teachers within a reflective mentoring framework. 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.

Why Study Elementary Education at Lees-McRae College?

The LMC Elementary Education Programs at SCC and WPCC are designed for traditional, non-traditional, lateral-entry, 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 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. Lateral-entry teachers can also earn the 6-15 semester credit hours each year that are required to maintain their lateral-entry licensure.

The program provides the opportunity for graduates to gain the knowledge, skills, and dispositions necessary to be outstanding teachers. 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). There are two unique aspects of the Lees-McRae Elementary Education Program; requiring a Bachelor of Arts degree and an Integrated Arts Concentration that utilizes art, music, dance, and drama in the elementary classroom as meaning makers.

- **Bachelor of Arts Degree** | This course of study includes a language requirement that will help graduates to better meet the needs of the diverse populations they will serve. Currently, the off-campus programs at SCC and WPCC follow a Bachelor of Science Degree course of study. These programs will convert to a Bachelor of Arts degree program of study during the 2003-2004 academic year. *NOTE: Preadmission program requirements will change during the 2002-03 academic year to include the Bachelor of Arts Degree requirements at both SCC and WPCC locations. Please contact your program coordinator for more information.*
- **An Integrated Arts Concentration** | The Integrated Arts Concentration provides opportunities for program majors to acquire knowledge and skills that support teaching basic and advanced subject curriculum through the arts. This is based on the A+ School Concept, Howard Gardner's theories on Multiple Intelligences, current brain research, and recent theories on learning styles. The off-campus programs gain this same experience through specialized methods courses and strong academic advising early in their college career.

Other outstanding aspects of the Lees-McRae College Elementary Education Programs at SCC and WPCC

- **Accreditation** | **Through adhering to the high standards required in maintaining accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI), the LMC Elementary Education Programs at SCC and WPCC emphasizes excellence, not mediocrity. NCATE is the professional accrediting organization for schools, colleges, and departments of education in the United States. It is a coalition of over 30 organizations representing teachers, teacher educators, policymakers, and the public.**

In NCATE-accredited schools, the new professional teacher gains:

- **A broad liberal arts education;**
- **An in-depth study of the content to be taught;**
- **A foundation of professional knowledge on which to base decisions**
- **Diverse, well-planned clinical experiences in K–12 schools;**
- **An evaluation of readiness to practice through many assessments; and**
- **The ability to use knowledge in practice.**

Job-seekers with NCATE accreditation have distinct advantages:

- **Teacher candidates who graduate from NCATE-accredited schools will be better prepared for initial licensing and advanced board certification. NCATE is working with the Interstate New Teachers Assessment and Support Consortium, and the National Board for Professional Teaching Standards to ensure that teacher education accreditation standards, model teacher licensing standards, and advanced teacher certification standards are compatible.**
- **Many states have reciprocity agreements based on graduation from NCATE-accredited schools, so graduates of NCATE-accredited schools will generally find it easier to apply for licensure when they move out of state.**

NCATE accreditation provides the parents of school children:

- **An assurance that the teacher preparation program meets standards set by the teaching field at-large;**

- An assurance that the teacher preparation program underwent rigorous external and impartial review by education professionals with no conflict of interest in reviewing programs; and
- An assurance that candidate performance is thoroughly assessed throughout the program of study and before he or she is recommended for licensure.

For more information about NCATE accreditation, please contact: NCATE: 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036-1023, (202) 466-7496 or on the web at www.ncate.org. All NCATE information: NCATE copyright 2002. All rights reserved.

- **Faculty and Staff | The faculty and staff of the program are well-qualified for the responsibilities they fulfill. All fulltime faculty have appropriate degrees, public school experience, and NC professional licensure. Adjunct faculty are chosen based on their current experience and expertise in their specific fields of teaching. All staff members support the “*Reflective Mentoring Framework*.”**
- **Field Experiences | The field experiences embedded in the program are organized in a logical progression — from observations — to assisting — to student teaching. Each experience provides a smooth transition to the next level of expectation, assuring student success as the level of participation in the public schools advances. Lees-McRae College has agreements with three Professional Development Schools (PDS) that allow students to work with professionals who are committed to improving training for future teachers.**
- **INTASC Portfolio | All students develop a professional New Teacher’s Portfolio, aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. This document provides a bridge to the Initial Licensure (ILT) Program for assessing new teachers.**
- **Student/Faculty Ratio | The student/faculty ratio is appropriate to allow for positive interaction. Class sizes are held to small numbers that allow for a high level of student participation in small-group and cooperative learning activities. With this ratio, faculty members enjoy mentoring and working with students on an individual basis.**
- **Technology Skills | The computer / media skills gained through the integrated curriculum and completion of the NC Technology Portfolio ensure that students meet all state-identified competencies expected of new teachers, and have the practical computer skills to effectively instruct and manage their students and classrooms in the information age.**

Considerations and Provisions for Students Transferring to Lees-McRae College

Since the Lees-McRae College Elementary Education Programs at SCC and WPCC serve as the last two years of a four-year degree in Elementary Education, there are certain preadmissions 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 must pass all three tests (reading, writing, and mathematics) of the Praxis I: Pre-Professional Skills Test. Students with a BA/BS degree are exempt from this requirement, but will need to take PRAXIS II upon program completion as all students must do.
- Starting in the fall of 2003 at SCC, and in the spring of 2004 at WPCC, Lees-McRae will replace its Bachelor of Science program of study with a Bachelor of Arts in Elementary Education program of study that will require different pre-admissions requirements. Please contact your program coordinator for more information.
- With an Associate of Arts degree, students will be registered at Lees-McRae with junior class status, with all the privileges and benefits available to students already enrolled at Lees-McRae, including eligibility for financial assistance, academic honors, student activities, development services, and social opportunities.
- 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 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 pre-requisite 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, they will not have to take additional courses prior to starting the program (in the 2002-03 academic year). 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 pre-requisite course requirements.

Application and Admission Process for Lees-McRae College Elementary Education Programs at SCC and WPCC

The admissions process for a program of this nature takes time and can be frustrating. There are many pre-qualifications, scheduling, and licensure issues to be considered. It is important to take the time in the application process to be sure that Elementary Education is the correct professional choice, and that Lees-McRae College is the correct teacher education program choice. Applications for admission are available from the program coordinator, and come with detailed instructions on completing the admissions process.

Since the LMC Elementary Education Programs at SCC and WPCC are sequenced two-year programs of study (four full-time [12-15 hour] semesters and one [6 hour] summer session), non-lateral 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 SCC, and each January at WPCC. Students must complete the admissions process no later than two months prior to the anticipated starting month and year. Following a pre-admission interview and advising appointment with a program coordinator, the Assistant Dean of Students for Admissions will inform students of their admission acceptance or denial. Applicants not accepted into the program should contact the coordinator for direction on meeting the preprogram requirements. Accepted applicants should make their \$100.00 deposit to the College as instructed in their acceptance letter.

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. 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, 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 EDU 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.

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 Teachers*®. These assessments reflect the most current research and the professional judgment and experience of thousands of distinguished educators from across the country.

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:

Milestone in Teacher Development	PRAXIS Test
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 Performance Assess

PRAXIS I Academic Skills Assessments designed to be taken early in the student's college career to measure reading, writing, and mathematics skills vital to all teacher candidates. 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 SCC or WPCC programs must have taken and passed all three parts of PRAXIS I **prior** to admission to Lees-McRae and the Teacher Education Program. 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 both 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. *PRAXIS information copyright ©2000 ETS. All rights reserved.*

Program Costs and Financial Aid

A college education is never easy, and most certainly never inexpensive. Lees-McRae College is dedicated to making the Bachelor degree in Elementary Education or Licensure-Only program of study affordable and financially manageable. The Offices of Financial Aid, Student Accounts, and Academic Affairs work together to ensure that the goal of becoming a teacher is obtainable. Once you return your FAFSA form to Lees-McRae, the Office of Financial Aid will automatically apply on your behalf for Federal and state scholarships and grants. This, with the Lees-McRae tuition discount, greatly reduces your out-of-pocket expense. Out-of-state residents and students who currently hold a Bachelor's degree are not eligible for certain financial aid. There is also a summer session in the first year of the program. Students will be notified of tuition costs and billing dates prior to the beginning of each semester. All major credit cards are accepted for tuition payments, fees, and book purchases.

Questions regarding payments and payment plans for tuition, books, and fees can be directed to:

Ms. Cathy Shell, Receivables Manager
Lees-McRae College
P.O. Box 128,
Banner Elk, NC 28604
or call 828-898-8740

You will receive a financial aid package in the mail shortly following your acceptance to Lees-McRae College. Traditionally, students meet their final out-of-pocket tuition costs through the Federal Student Loan Program. The Office of Financial Aid will assist you in determining your eligibility and applying for your loan(s). Additional scholarships for prospective teachers are usually available. Research Internet sites like www.CFNC.org, local civic groups, and state agencies to learn more about these opportunities.

All questions concerning financial aid should be directed to:

Mr. Lester McKenzie, Assistant Dean of Students for Financial Aid,
Lees-McRae College
P.O. Box 128
Banner Elk, NC 28604
or call 828-898-8793.

For non-lateral-entry students, you should plan ahead for your third and fourth semesters. During your third semester, you will be required to spend 10 hours per week in the public schools. During your fourth semester, you must be able to commit to student teaching (Monday through Friday from 7:15 am - 4:00 pm) for a 15-week period. Most students pre-arrange these times with their employers and work out creative schedules that allow them to keep their jobs through these semesters. Other students need to make additional savings and employment adjustments. Pre-planning is the best way to assure you can meet your job and school expectations.

Course Registrations

Registration for classes will be held on the SCC and WPCC campuses with Lees-McRae College faculty and staff there to answer all questions. Students will be notified of dates and locations, generally being the first night of classes each semester. To purchase textbooks, a Lees-McRae College Exchange Store representative will be at SCC and WPCC on the first night of classes of each semester. Book buy-backs are scheduled each semester as well.

Bachelor of Science in Elementary Education | Major

The 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 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 SCC and WPCC*.
- **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)**

Bachelor of Arts in Elementary Education | Two Year Plan
 Surry Community College

Fall Semester		Spring Semester	
EDU 201	Foundations of Teaching (3)	EDU 302	Introduction to Reading (3)
EDU 310	Child/Adolescent Develop (3)	EDU 305	Strategies for Math/Science (3)
EDU 351	Literature for Children (3)	EDU 401	Modes of Inquiry (3)
EDU 381	Computers/Media App (3)	EDU 451	Foundations of Amer Education (3)

First Year		Second Year	
EDU 321	Educational Psychology (3)	No Course Scheduled	
EDU 361	Diversity/Exceptional Children (3)		

Fall Semester		Spring Semester	
EDU 441	Methods - Language Arts (2)	EDU 491	Directed Teaching/Seminar (12)
EDU 442	Methods - Reading (2)	EDU 499	Senior Research Seminar (3)
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)

Transfer Agreement

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. These pre-program requirements will be available beginning with the 2002-03 academic year, and be required for transfer to Lees-McRae College in the 2003-04 academic year.

LMC Coursework

Course Course Title (SHC)

SCC Equivalent Coursework

Course Course Title (SHC)

English Composition (6 hours)

ENG 111 Freshman Composition I (3)

ENG 111 Expository Writing (3)

ENG 112 Freshman Composition II (3)

ENG 111 Argument Based Research (3)

ENG 112

Lit-Based Research (3)

Humanities/Fine Arts (12 hours)

SPA 101 Elementary Spanish I (3)

SPA 111 Elementary Spanish I (3)

SPA 102 Elementary Spanish II (3)

SPA 112 Elementary Spanish II (3)

SPH 241 Speech (3)

COM 110 Introduction to Communications (3)

COM 231

Public Speaking (3)

Choose one course

LIT XXX Literature Course (3)

ENG 231 American Literature I (3)

ENG 232

American Literature II (3)

ENG 241 British Literature I (3)

ENG 261

ENG 242 British Literature II (3)

World Literature I (3)

ENG 262 World

Literature II (3)

Social and Behavioral Sciences (12 hours)

HIS 111 World Civilization I (3)

HIS 111 World Civilization I (3)

HIS 112 World Civilization II (3)

HIS 112 World Civilization II (3)

PSY 233 General Psychology (3)

PSY 150 General Psychology (3)

Choose one course

SOC 236 Principles of Sociology (3)

SOC 210 Introduction to Sociology (3)

SOC 335 Race and Ethnicity (3)

SOC 230 Race/Ethnic Relations (3)

Any NC Transfer Module SBS Course

Mathematics/Natural Sciences (14 hours)

CIS 104 Introduction to Computers

CIS 110 Introduction to Computers (3)

Choose one course

BIO 101 Human Biology (3)

BIO 110 Principles of Biology (4)

BIO 102 Environment Biology (3)

BIO 140 Environment Biology (4)

BIO 111 Biological Concepts (3)

BIO 111 General Biology (4)

Any NC Transfer Module BIO Course

Choose one course

MAT 111 College Math

MAT 140 Survey of Math (3)

MAT 141

Math for Teachers (3)

MAT 112 College Algebra

MAT 161 College Algebra (3)

Any NC Transfer Module MAT Course

Choose one course

CHM 101	Descriptive Chemistry (3)	CHM 131	Introduction to Chemistry (4)
CHM 111	General Chemistry I (4)	CHM 151	General Chemistry I (4)
PHY 101	Descriptive Biomechanics (3)	PHY 110	Conceptual Physics (4)
PHY 111	General Physics I (4)	PHY 151	College Physics (4)
SCI 211	Earth Science Concepts (3)	GEL 120	Geology (4)
SCI 288	Astronomy (3)	AST 111	Astronomy (4)

Any NC Transfer Module SCI Course

Arts Appreciation (12 hours)

ART 241	History & Appreciation of Art (3)	ART 111	Art Appreciation (3)
ENG 301	Creative Writing (3)	ENG 125	Creative Writing (3)
MUS 288	Music Appreciation (3)	MUS 110	Music Appreciation (3)

Choose one course

ART 141	Basic Design/Drawing (3)	ART 131	Drawing I (3)
ART 143	Water Color Painting (3)	ART 244	Watercolor (3)

Elementary Education (9 hours)

EDU 201	Foundations for Teaching (3)	EDU 116	Introduction to Education (4)
EDU 310	Child/Adolescent Develop (3)	PSY 243	Child Psychology (3)
PED 115	Fitness for Life (2)	PED 110	Fit and Well for Life (2)

Bachelor of Arts in Elementary Education (K-6) | Two Year Plan Western Piedmont Community College

Spring Semester

Fall Semester

EDU 201	Foundations of Teaching (3)	EDU 302	Introduction to Reading (3)
EDU 310	Child/Adolescent Develop (3)	EDU 305	Strategies for Math/Science (3)
EDU 351	Literature for Children (3)	EDU 401	Modes of Inquiry (3)
EDU 381	Computers/Media App (3)	EDU 451	Foundations of American Ed (3)

First Year

Second Year

EDU 321	Educational Psychology (3)	No Courses Scheduled
EDU 361	Diversity/Exceptional Children (3)	

Spring Semester

Fall Semester

EDU 441	Methods - Language Arts (2)	EDU 491	Directed Teaching/Seminar (12)
EDU 442	Methods - Reading (2)	EDU 499	Senior Research Seminar (3)
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)		

Transfer Agreement

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. These preprogram requirements will be available beginning with the 2002-03 academic year, and be required for transfer to Lees-McRae College in the 2003-04 academic year.

LMC Coursework		WPCC Equivalent Coursework	
<i>Course</i>	<i>Course Title (SHC)</i>	<i>Course</i>	<i>Course Title (SHC)</i>
English Composition (6 hours)			
ENG 111	Freshman Composition I (3)	ENG 111	Expository Writing (3)
ENG 112	Freshman Composition II (3) Lit-Based Research (3)	ENG 112	Argue-Based Research (3)
			ENG 113
Humanities / Fine Arts (12 hours)			
SPA 101	Elementary Spanish I (3)	SPA 111	Elementary Spanish I (3)
SPA 102	Elementary Spanish II (3)	SPA 112	Elementary Spanish II (3)
SPH 241	Speech (3) Public Speaking (3)	COM 110	Intro to Communication (3)
			COM 231
<i>Choose one course</i>			
LIT XXX	Literature Course (3) American Literature II (3) ENG 242 World Literature I (3)	ENG 231	American Literature I (3) ENG 241 British Literature I (3) British Literature II (3) ENG 252 Western World Literature II (3)
			ENG 232
		ENG 251	Western
Social and Behavioral Sciences (12 hours)			
HIS 111	World Civilization I (3)	HIS 111	World Civilization I (3)
HIS 112	World Civilization II (3)	HIS 112	World Civilization II (3)
PSY 233	General Psychology (3)	PSY 150	General Psychology (3)
<i>Choose one course</i>			
SOC 236	Principles of Sociology (3)	SOC 210	Introduction to Sociology (3)
SOC 335	Race and Ethnicity (3)	SOC 225	Social Diversity (3)
	<i>Any NC Transfer Module SBS Course</i>		
Mathematics / Natural Sciences (14 hours)			
CIS 104	Introduction to Computers (3)	CIS 110	Introduction to Computers (3)
<i>Choose one course</i>			
BIO 101	Human Biology (3)	BIO 110	Principles of Biology (4)
BIO 102	Environment Biology (3)	BIO 140	Environment Biology (4)
BIO 111	Biological Concepts (3)	BIO 111	General Biology (4)
	<i>Any NC Transfer Module BIO Course</i>		
<i>Choose one course</i>			
MAT 111	College Math (3)	MAT 140	Survey of Math (3)
MAT 112	College Algebra (3)	MAT 161	College Algebra (3)
	<i>Any NC Transfer Module MAT Course</i>		
<i>Choose one course</i>			
CHIM 101	Descriptive Chemistry (3)	CHIM 131	Intro to Chemistry
CHIM 111	General Chemistry I (4)	CHIM 151	General Chemistry I (4)
PHY 101	Descript Biomechanics (3)	PHY 110	Conceptual Physics (4)
PHY 111	General Physics I (4)	PHY 151	College Physics (4)
SCI 211	Earth Science Concepts (3)	GEL 120	Geology (4)
SCI 288	Astronomy (3)	AST 111	Astronomy (4)
	<i>Any NC Transfer Module SCI Course</i>		
Arts Appreciation (12 hours)			

DRA 288	Storytelling (3)	DRA 126	Storytelling (3)
EDU 384	Art for Elementary School (3)	ART 113	Art Materials/Methods (3)

Choose one course

ART 241	History & Appreciation of Art (3)	ART 111	Art Appreciation (3)
MUS 288	Music Appreciation (3)	MUS 110	Music Appreciation (3)
PFA 232	Apprec Performing Arts (3)	DRA 111	Theatre Appreciation (3)

Choose one course

LIT 321	History of Drama (3)	DRA 112	Literature for the Theatre (3)
DRA 288	Children's Theatre (3)	DRA 128	Children's Theatre (3)

Elementary Education (9 hours)

EDU 201	Foundations for Teaching (3)	EDU 116	Introduction to Education (4)
EDU 310	Child/Adolescent Dev (3)	PSY 243	Child Psychology (3)
PED 115	Fitness for Life (2)	PED 110	Fit and Well for Life (2)

Support for Lateral Entry Teachers

Students with Bachelor's (even Master's or Doctoral) degrees are required by the State of North Carolina to complete a teacher education course of study to be licensed. A teacher already employed in the public schools without their teacher certification is considered a "lateral-entry" teacher and given a special temporary license. The Division of Education and Physical Education at Lees-McRae College is dedicated to supporting lateral-entry teachers. Faculty members regularly attend state and regional meetings on teacher licensure to ensure accurate academic advising for lateral-entry teachers. Currently, teachers considered "lateral-entry" are required to affiliate with a teacher education program and complete 6 semester credit hours per year towards their teacher education. Teachers with an "Emergency Permit" are required to complete 15 semester credit hours per year. To learn more about the state and local educational requirements for lateral-entry teachers, contact your local school personnel office, the North Carolina Department of Public Instruction, or the LMC Division of Education and Physical Education.

Beginning in January 2002, the North Carolina Department of Public Instruction instituted three Regional Alternative Licensing Centers (RALC) to assist Lateral Entry Teachers gain their clear licenses. Lateral Entry Teachers may request the Licensure Officer from their local school district's central office to send transcripts and continuing education credits to the RALC for evaluation. After an evaluation, Lateral Entry Teachers may follow RALC program requirements, or choose to follow the Lees-McRae College Teacher Education Program requirements. If a student chooses to follow RALC program requirements, he/she may take as many or as few courses from Lees-McRae as he/she wishes. It should be understood, however, that recommendation for licensure will be made by the RALC, and not Lees-McRae College.

Lees-McRae College offers several course requirement options for those students who currently hold a Bachelor of Arts or Science degree. These students are required to take the standard course of study for the first, second, and third semesters (including the Summer I Session). During the fourth semester, however, they may choose the program option that best suits their goals. Program options include a Bachelor of Science in Elementary Education or a Licensure-Only program of study. Use the flow chart below to determine which options are available to you. For complete details, carefully read the LMC Teacher Education Handbook policy on Lateral Entry Teacher program requirements, or contact the Licensure Officer in the Division of Education and Physical Education at Lees-McRae College.

Fourth Semester Program Options for BA / BS Degree Holders

EDU 491	Directed Student Teaching Assessment with LEALMC Mentor (12)
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EDU 491	Directed Teaching Seminar (0)
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EDU 499	Senior Research Seminar (3)
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EDU 491	Directed Student Teaching – Waived (0)
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EDU 491	Directed Mentoring Seminar (0)
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INTASC	Develop INTASC Portfolio (0)
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EDU 499	Senior Research Seminar – Waived (0)
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EDU 491	Directed Student Teaching with LEA Teacher (12)
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EDU 491	Directed Teaching Seminar (0)
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EDU 499	Senior Research Seminar (3)
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EDU 491	Directed Teaching with LEA Teacher (12)
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EDU 491	Directed Mentoring Seminar (0)
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EDU 499	Senior Research Seminar WAIVED (*)
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After Graduation

With the national teacher shortage, there are opportunities for graduates to be selective in accepting teaching positions based on geographic areas as well as grade level interests. In order to attract the best candidates, many public school systems are paying a substantial signing bonus or moving expenses, and assisting new teachers professionally in many ways. Ultimately, the greatest reward of a career in Elementary Education is the satisfaction that comes with being a positive influence on the social, emotional, physical, and most importantly academic development of children.

Organizational and Management Development | Program of Study

Organizational Management and Development provides students with expertise in management, leadership, quality management, team building and group effectiveness; and strategies for conducting and leading business, professional, non-profit, and public agency organizations.

The Organizational Management and Development Discipline

As the business environment becomes more complex, the nation's firms are continually faced with new challenges. Organizations increasingly rely on management analysts to help them remain competitive amidst these changes. Management analysts, often referred to as management consultants in the private sector, analyze and propose ways to improve an organization's structure, efficiency, or profits. For example, a small but rapidly growing company that needs help improving the system of control over inventories and expenses may decide to employ a consultant who is an expert in just-in-time inventory management. In another case, a large company that has recently acquired a new division may hire management analysts to help reorganize their corporate structure and eliminate duplicate or non-essential jobs.

Firms providing management analysis range in size from a single practitioner to large international organizations employing thousands of consultants. Some analysts and consultants specialize in a specific industry while others specialize by type of business function, such as human resources or information systems. In government, management analysts tend to specialize by type of agency. The work of management analysts and consultants varies with each client or employer, and from project to project. Some projects require a team of consultants, each specializing in one area. In other projects, consultants work independently with the organization's managers. In all cases, analysts and consultants collect, review, and analyze information, in order to make recommendations to management.

Both public and private organizations use consultants for a variety of reasons. Some lack the internal resources needed to handle a project, while others need a consultant's expertise to determine what resources will be required and what problems may be encountered, if they pursue a particular opportunity. To retain a consultant, a company first solicits proposals from a number of consulting firms specializing in the area in which it needs assistance. These proposals include the estimated cost and scope of the project, staffing requirements, references from a number of previous clients, and a completion deadline.

The company then selects the proposal that best suits its needs.

After obtaining an assignment or contract, management analysts first define the nature and extent of the problem. During this phase, they analyze relevant data, which may include annual revenues, employment, or expenditures, and interview managers and employees while observing their operations. The analyst or consultant then develops solutions to the problem. In the course of preparing their recommendations, they take into account the nature of the organization, the relationship it has with others in that industry, and its internal organization and culture. Once they have decided on a course of action, consultants report their findings and recommendations to the client. These suggestions are usually submitted in writing, but oral presentations regarding findings are also common. For some projects, management analysts are retained to help implement their suggestions.

Management analysts in government agencies use the same skills as their private-sector colleagues to advise managers on many types of issues, most of which are similar to the problems faced by private firms. For example, if an agency is planning to purchase personal computers, it must first determine which type to buy, given its budget and data processing needs. In this case, management analysts would assess the prices and characteristics of various machines and determine which best meets their department's needs.

Why Study Organizational Management and Development at Lees-McRae College?

The Organizational Management and Development program at Lees-McRae College is an accelerated, concentrated, adult degree completion program in which the curriculum is fully integrated. The purpose of the Organizational Management and Development program is to provide adult learners with an academic opportunity for degree completion in the field of management.

Graduates of this program will:

- Know key concepts of organizational theory: open and closed organizations; structures and environments; organizational culture; organizational diagnosis; and how organizations deal with change. [OMD 320, OMD 325, OMD 350, OMD 360, OMD 370, and OMD 499]
- Comprehend organizational management roles and functions. [OMD 325, MGT 321, OMD 480, and OMD 499]
- Know how to analyze human resource policies and practices in recruitment, selection, training and development, employee compensation and performance evaluation. [OMD 340, OMD 440, and MGT 321]
- Understand current labor-management relations law, as well as discrimination and other government laws and regulations. [MGT 321 and OMD 480]
- Realize and implement the use of quantitative and qualitative analysis in action research for organizations. [OMD 340 and OMD 440]
- Understand current issues and their impacts on organizations: changing population demographics, improvements in technology, multi-national companies, the global economy, work force diversity, etc. [BUS 310, MGT 401, MKT 310 and OMD 499]

Bachelor of Science in

Organizational Management and Development | **Major**

The BS in Organizational Management and Development requires XX semester hours and includes the following components:

- Completion of the North Carolina Transfer Module
- Cognate Requirements **Associate of Applied Science Degree (AAS) courses. A maximum of 32 hours from the technical component of the Associate Degree may be used to satisfy the cognate requirements of this program.**
- Required Major Courses (**48 semester hours**)
 - OMD 280 Business Information Management Technologies I (3)**
 - OMD 285 Business Information Management Technologies II (3)**
 - OMD 310 Adult Learning Development (3)**
 - OMD 320 Organizational Behavior I (3)**
 - OMD 325 Organizational Behavior II (3)**
 - OMD 340 Organizational Research Methods I (3)**
 - OMD 350 Practicum I (3)**
 - OMD 360 Practicum II (3)**
 - OMD 370 Practicum III (3)**
 - OMD 440 Organizational Research Methods (3)**
 - OMD 480 Quality Assurance (3)**
 - OMD 499 Current Topics in Business/Senior Research (3)**
 - BUS 310 e-Business (3)**
 - MGT 321 Human Resources Management (3)**
 - MGT 401 International Business Management (3)**
 - MKT 310 Applied Marketing Techniques (3)**
- Additional Elective Courses (**enough to reach the 124 hour level**)

**Bachelor of Science in
Organizational Management and Development | Two Year Plan**

Fall Semester		Spring Semester	
OMD 280	Business Info Mgmt Tech I (3)	BUS 310	e-Business (3)
OMC 310	Adult Learn and Dev (3)	OMD 340	Research Methods I (3)
OMD 320	Organizational Behavior I (3)	OMD 325	Organizational Behavior II (3)
OMD 350	Practicum I (3)	OMD 360	Practicum II (3)
MGT 321	Human Resource Mgmt (3)	MGT 401	International Business (3)
OMD 285	Business Info Mgmt Tech II (3)	MKT 310	Applied Marketing Techniques (3)
OMD 370	Practicum III (3)	OMD 480	Quality Assurance (3)
OMD 440	Research Methods II (3)	OMD 499	Senior Research Seminar (3)

After Graduation

Employment of management analysts is expected to grow faster than the average for all occupations through 2008, as industry and government increasingly rely on outside expertise to improve the performance of their organizations. Job growth is projected in very large consulting firms with international expertise and in smaller niche consulting firms that specialize in specific areas, such as biotechnology, health care, human resources, engineering, and

telecommunications. Growth in the number of individual practitioners may be hindered, however, by clients' increasing demand for a team approach, which enables examination of a variety of different issues and problems within an organization.

Employment growth of management analysts and consultants has been driven by a number of changes in the business environment that have forced American firms to take a closer look at their operations. As international and domestic markets have become more competitive, firms have needed to use resources more efficiently. Management analysts are increasingly sought to help reduce costs, streamline operations, and develop marketing strategies. As this process continues and businesses downsize, even more opportunities will be created for analysts to perform duties that were previously handled internally.

In addition, many companies will rely on analysts to organize and evaluate their restructuring efforts. Businesses attempting to expand internationally will need the skills of management analysts to help with organizational, administrative, and other issues. Further, as businesses increasingly rely on technology, there will be more demand for analysts with a technical background, such as engineering or biotechnology, particularly when combined with a master's degree in business administration. Finally, management analysts will also be in greater demand in the public sector, as Federal, State, and local agencies are expected to seek ways to become more efficient.

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