

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF EDUCATION

Dr. Monica Campbell, Chair

FACULTY:

Associate Professors Terri Barrett, Janet Painter,
Assistant Professors Monica Campbell, Randy Hendricks, Kim Matthews
Instructor Karen Lounsbury

**MAJORS: Birth-Kindergarten Education (BA), Elementary Education (BA), Middle School Education (BA), Child and Family Intervention (BA)
For Secondary Education Teacher Programs, see Majors**

To earn a degree at Lenoir-Rhyne University, students must complete major courses, the Lenoir-Rhyne core courses, and if needed, elective courses equal a minimum of 128 hours. Some majors require more hours.

We believe that Lenoir-Rhyne University education graduates are reflective practitioners who are aware of factors affecting student learning and who recognize and value individual needs in planning instruction and creating a learning community. The unit has designed a heavily field-based program which prepares students at both the initial and advanced levels to develop knowledge of self, content knowledge, knowledge of human development, awareness of “schooling,” and strategies used with students and clients. The undergraduate Education major earns a B.A. degree.

In addition, Education, in conjunction with other academic programs, offers an Interdisciplinary Studies concentration in Child and Family Intervention. Reciprocity Agreements: The programs in teacher education and school counseling at Lenoir-Rhyne University are approved by the North Carolina State Board of Education and The National Council for the Accreditation of Teacher Education.

MAJORS: BIRTH-KINDERGARTEN EDUCATION, ELEMENTARY EDUCATION, AND MIDDLE SCHOOL EDUCATION.

TEACHER LICENSURE may be added to the following undergraduate liberal arts majors:

GRADES 9-12: Biology, English, Mathematics, Comprehensive Science for Teachers, and Social Studies (see Economics, History, Political Science, Psychology or Sociology).

GRADES K-12: Music, Physical Education and Spanish.

MINORS: Birth-Kindergarten Education.

A minor in Birth-Kindergarten Education requires twenty-one credits consisting of Education 262, 264, 361, 363, 365, 366, and 493

HONORS

Students majoring in Education and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Education. To graduate “With Honors in Education,” students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Education 499 and honors work in Education 430, 431, or 432 and 440, 441, or 442. In addition, they must orally defend a thesis or project and submit a video of exemplary student teaching experiences. Secondary or K-12 majors must meet honors guidelines in their respective major and Education Honors guidelines to receive Honors in Education.

CONCURRENT ENROLLMENT: INTERNSHIPS AND FIELD EXPERIENCE

The School of Education recommends that students not enroll concurrently in more than two courses with field experience or internship components, with the exception of the senior year, when students are enrolled in their methods courses and student teaching. During the senior year, students should be prepared to spend time in their assigned schools completing field-based assignments in the fall semester on a part-time basis and on a full-time basis during the spring semester.

Special requests for exceptions to program requirements must be submitted in writing to the Chair of the School of Education for review by faculty. Such requests should be submitted during early registration for the semester in advance of the exception being requested.

UNDERGRADUATE TEACHER EDUCATION CANDIDATES

Student curriculum check sheets with individual program goals are available in the Office of the Registrar or the School of Education.

MISSION STATEMENT

The College of Education and Human Services believes that it should:

- Maintain an environment in which faculty and staff members have a primary focus on the success of their students;
- Provide an open and constructive academic environment in which staff and faculty work together to support students as they explore the professions of the College to find the vocation that elicits their passion;
- Assure that students are liberally educated in a way that enriches their lives and reinforces the students' ability to make connections across disciplines;
- Deliver programs that represent a coordinated and intentional sequence of learning experiences that emphasize the connection between valid theory and the best practice of their chosen field;
- Enable students to become competent, reflective practitioners who are responsive to the challenges and opportunities of a changing world and community through emphases in course work and settings;
- Promote social justice;
- Enable our students to be leaders in their practice and serve their profession through professional organization activity appropriate to the roles they accept;
- Rely on the institutional values and Christian foundation of Lenoir-Rhyne University to bring clarity through faith to issues of integrity, fairness, and caring in ethical practice.

CONCEPTUAL FRAMEWORK

Professional Education candidates studying for practice in public schools prepare to leadership in 21st century schools by becoming reflective practitioners who intentionally engage in transformative cycles of learning about themselves, their content, their students and the world.

Reflective practitioners actively consider the impacts of their actions both in the process of teaching/counseling and afterward to provide future direction. Students at Lenoir-Rhyne learn to consider the technical and practical nature of teaching/ counseling, as well as the ethical and moral implications of teaching/ counseling. Graduates of Lenoir-Rhyne University's education programs are expected to demonstrate critical thinking and reflection on their practice by the compilation of a portfolio during their course work. The portfolio serves not only as a tool to facilitate reflection, but also to synthesize reconstruction of "self-as-practitioner" as a means toward continued professional development beyond the training experience. It is the intent of the Education program at Lenoir-Rhyne to enable students to analyze and think critically in order to go beyond the institutional limitations which perpetuate "schooling," to recognize and find positive challenges in dilemmas, and to find unique, professionally sound ways to solve those dilemmas. Reflective practitioners from Lenoir-Rhyne will become more aware of themselves as practitioners (e.g., in the classroom or counseling setting) and perceive that alternatives or changes are possible. This awareness requires a sense of reflective self-renewal as practitioners continually evolve in the process of self-directed growth and critical consciousness. The outcome will be empowerment, intentionally, and leadership in assuming a greater role and responsibility in the direction of classroom and school affairs. Teachers and school counselors can participate in developing partnerships with students, families, administrators, and communities in developing educational policy within both the content and consequences of reflective thinking.

TEACHER EDUCATION PROGRAM GOALS AND OBJECTIVES:

What should Lenoir-Rhyne teacher education candidates know and be able to do?
Specific competencies that Lenoir-Rhyne College public school licensure candidates should be able to demonstrate are:

KEY:	C	C ontent Knowledge
	P	P edagogical Knowledge
	PK	P rofessional Knowledge
	S	P rofessional Skill
	D	D isposition

1. Lenoir-Rhyne public school licensure candidates should know their content.
They should:
 - [C] Have a broad knowledge base appropriate for their field
 - [S] Apply field-specific concepts and tools to their practice
 - [K] Understand ways their field-specific content connects to the broader school curriculum
2. Lenoir-Rhyne University public school licensure candidates should possess pedagogical, and professional knowledge and skills. They should know how to teach/counsel by:
 - [PK] Understanding how learning and change take place
 - [S] Using a variety of methods to facilitate learning and change
 - [P] Planning to meet student needs
 - [S] Using a variety of assessment approaches to inform practice appropriately
 - [S] Communicating effectively with all constituents
 - [S] Enhancing practice with appropriate use of technology
 - [D,S,PK] Creating a context for learning/counseling that is supportive and inclusive
 - [D,S] Promoting teamwork, cooperation, and leadership
 - [P] Aligning classroom instruction to the required curriculum in a student- centered manner

- [D] Instilling and modeling a love for life-long learning and development
- [S] Using inquiry to promote critical thinking and problem-solving
- 3. Lenoir-Rhyne public school licensure candidates should appreciate diversity by:
 - [D,S] Demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
 - [D] Demonstrating their belief that diversity in the classroom, school, and society is a strength
 - [D] Knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
 - [D,S] Working collaboratively with families, public school personnel and community resource personnel to enhance student success
- 4. Lenoir-Rhyne public school licensure candidates should be leaders who:
 - [D,S] Advocate for and/or with students, families, and the profession
 - [D] Demonstrate high ethical standards of professional practice
 - [D] Function effectively within an ever-changing environment
 - [S] Demonstrate self-knowledge, self-advocacy and continued professional and personal development
 - [D] Realize there are strengths in diverse types of leaders
- 5. Lenoir-Rhyne public school licensure candidates should be reflective as they:
 - [P] Analyze and evaluate the results of their practice
 - [S] Use research to inform practice
 - [S] Conduct research to expand knowledge base and improve practice
 - [P,PK] Construct and articulate rationale for what is done in practice and why
- 6. Lenoir-Rhyne public school licensure candidates should be respectful and caring by:
 - [D] Showing an interest in students' development and life
 - [D] Being responsive to students and families
 - [D] Promoting dignity of students and families
 - [D] Expressing pride in student efforts
 - [D] Building self-confidence and a positive self concept in students

ADMISSION TO TEACHER EDUCATION

Admission to Lenoir-Rhyne University does not guarantee admissions to the Teacher Education Program, and all Teacher Education Program requirements are subject to change as directed by the state and national accrediting agencies. Consult with the Director of Teacher Education to determine the current admission requirements. Students desiring entrance into teacher education should apply and be accepted for admission before the end of their sophomore year. A student who has not met all criteria for admission to teacher education before the end of their sophomore year, may not enroll in 300 or 400-level Education/Special Education courses. Criteria for entrance include the following:

1. Passing scores on Praxis I Tests (176 Reading, 173 Writing, 173 Math). These tests should be passed prior to the end of the sophomore year at Lenoir-Rhyne.
2. Students with SAT scores at or above 500 in Reading, 500 in Writing, and 500 in Math or ACT scores at or above 21 on Reading, 21 on Writing, 21 on Math, 21 on Science or EOC proficiency in science may waive the Praxis I requirement with score verification.
3. A minimum cumulative grade point average of 2.6 by the end of the sophomore year. Junior transfer students must earn a minimum cumulative GPA in their first semester at Lenoir-Rhyne.
4. A completed application for admission to Teacher Education, which includes acceptable ratings from two references, must be filed in the School of Education before the end of the sophomore year (for transfer students, the completed application must be filed before the end of their first semester at Lenoir-Rhyne).
5. Successful completion of at least one 200-level Education course.
6. Interview at the time of admission to assess ability to articulate a clear sequence of ideas using standard written English.

7. Submission of a 3 to 5 minute video of speaking extemporaneously on a common “how to” topic for the purpose of the evaluation of the applicant’s ability to clearly communicate orally using standard written English and to articulate thoughts into organized, coherent ideas quickly.
8. A recommendation from the applicant’s major department.
9. Approval of the Teacher Education Council.

ADMISSION TO STUDENT TEACHING

At least two semesters before a student expects to student teach, Teacher Education candidates apply for student teaching. This process is likely to begin at the end of student’s first semester of the junior year. Admission to student teaching requires:

1. 2.6 cumulative grade point average;
2. successful interview with a panel of educators;
3. completion of a certified background check within the past year;
4. completion of the primary courses required for licensure with a grade no lower than “C-”;
5. Initial development of key electronic evidences on TaskStream;
6. Conduct check with the Dean of Students Office.

Education majors complete all remaining teaching specialty courses prior to beginning student teaching. Admission to student teaching is granted by the Teacher Education Council. Student Teaching occurs in the spring semester and involves a full 15 week commitment. Students also spend part of the fall semester in their internship placement(s).

A student who does not pass Student Teaching must follow the approval process before being allowed to repeat Student Teaching. The process requires:

1. A written request for readmission to the School of the Education along with a professional development plan.
2. A recommendation from the School Chair, the Director of Teacher Education, and/or specialty area Program Coordinator for those who wish to attempt student teaching in the semester immediately following their first attempt.
3. Formal appeal before the Teacher Education Council which will review the progress of the student and make the decision.

LICENSURE FOR UNDERGRADUATE DEGREE-SEEKING STUDENTS

To be recommended to the Public Schools of North Carolina for teacher licensure, a student must successfully complete an approved program as outlined in the catalog and graduate from Lenoir-Rhyne. Specific program requirements are listed with each major. Additionally, the student must pass any testing and/or evidence requirements as outlined by the state of North Carolina and/or the School of Education, complete student teaching with a minimum grade of a “C-”, and have a positive recommendation from the North Carolina education agency in which student teaching or interning was completed. All Praxis score requirements specified herein are subject to revision by the School of Education as mandated by the state of North Carolina. Courses in content methodology, exceptionalities, and literacy must be taken through state approved accredited Teacher Education programs.

BIRTH-KINDERGARTEN EDUCATION

This major is intended to prepare professionals to work with very young children, ages zero to five, with and without disabilities, and their families. The requirements provide breadth in the liberal arts and specialization in interdisciplinary study in the fields of education, psychology, sociology, and nursing. Student teaching occurs in a publicly funded setting with a North Carolina licensed teacher during the spring semester of the senior year.

MAJOR: BIRTH-KINDERGARTON EDUCATION	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	3*
PSY 100 General Psychology	3
Major Requirements	77-80*
EDU 220 Child & Adolescent Development	3
EDU 241 Curriculum, Instruction & Environ. Design	3
EDU 241L Curr, Instr & Envr Design Lab	1
EDU 262 B-K Developmental Curriculum	3
EDU 264 Family Diversity, Inv, Partner	3
EDU 274 Global Education	3
EDU 279 Assess, Research & Data	3
EDU 361 Foundations of Integrated Preschool Ed	3
EDU 363 BK Assessment & Environmental Design	3
EDU 365 Preschool Except Children & Agency Collab	3
EDU 366 Speech, Language & Emerging Literacy	3
EDU 373 Adapt, Accommodation & Diff Div Learning	3
EDU 373L Adapt,Accom & Diff Div Lrn Lab	1
EDU 378 Consult & Collaboration in Education	3
EDU 431 Field Exp in Elem, HI, B-K Education	1
EDU 441 Student Teaching in the Elem School & B-K	14
EDU 451 Technology In The Classroom	1
PSY 320 Lifespan Development	3
NUR 220 Health Issues in Young Children	2
Elective hours from the following courses:	18-21
ACC 231	
BUS (any 300 level course)	
CSC 175	
EDU 256, 327	
HCS 250, 304	
PSY 201, 332	
SED (any course)	
SOC 100, 201, 207, 312, 340, 379	
SPA 221, 222, 331, 332	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

NOTE: (Some of the above requirements may be satisfied through courses completed in an AAS degree in Early Childhood. Please check with the program coordinator for additional details.)

ELEMENTARY EDUCATION (K-6)

The major is intended to prepare teachers of children in grades K-6 and is blended with preparation to address special needs students using the general curriculum. The requirements provide breadth in the liberal arts, and extensive study in the professional discipline of education, including many field experiences with children. Methods classes, plus an intensive internship, are taken in the fall of the senior year prior to student teaching during the spring of the senior year.

MAJOR: ELEMENTARY EDUCATION (K-6)	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	34-35*
BIO 110 Concepts of Biology	3
ENG (a writing intensive course)	4
HES 286 Health Edu. for the Elem & Mid Schools	2
HIS 121 US History I or	
HIS 122 US History II	3
HIS 248 North Carolina History	3
HIS 102 World Civilizations II or	
HIS 230 The 20 th Century	3
MAT 113 or above	3-4
POL 120 American Government	3
PSY 100 General psychology	3
SCI 110 Physical Science for the Elem Teacher	4
NAT 388 or SCI 300 Environmental Science	3
Major Requirements	60*
EDU 241 Curriculum, Instruction & Environ. Design	3
EDU 241L Curr, Instr & Envr Design Lab	1
EDU 256 Integrating Literature and the Arts	3
EDU 274 Global Education	3
EDU 279 Assess, Research & Data	3
EDU 327 Foundations of Literacy	3
EDU 329 Foundations of Elem Math	3
EDU 373 Adapt, Accommodation & Diff Div Learning	3
EDU 373L Adapt,Accom & Diff Div Lrn Lab	1
EDU 378 Consult & Collaboration in Education	3
EDU 404 Inclusive Elem. Curriculum—Mathematics	3
EDU 405 Inclusive Elem. Curriculum—Social Studies	3
EDU 408 Inclusive Elem. Curriculum—Science	3
EDU 409 Inclusive Elem. Curriculum—Language Arts	3
EDU 431 Field Experience in Elem, Hearing Impaired, B-K Education	1
EDU 441 Student Teaching in Elementary Schools & B-K Education	14
EDU 451 Technology In The Classroom	1
SED 252 Classroom Management in Inclusive & Sp Edu Settings	3
SED 361 Special Education Assessment & Planning	3
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

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MIDDLE GRADES EDUCATION (6-9)

This major is intended to prepare teachers for middle or junior high schools. The requirements provide breadth in the liberal arts and study in the professional discipline of education, with emphasis on the instructional needs of the young adolescent. Specialization areas are: Language Arts, Mathematics, Science, and Social Studies. Student teaching is done in one of grades 6 through 9 during the spring semester of the senior year.

MAJOR: MIDDLE GRADES EDUCATION (6-9)	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	8*
HES 286 Health Edu for the Elem & Mid Schools	2
POL 120 American Government	3
PSY 100 General Psychology	3

Major Requirements	81-89*
EDU 219 ELL Culture, Language, & Learning	1
EDU 239 Literature for Adolescents	3
EDU 241 Curriculum, Instruction & Environ. Design	3
EDU 241L Curr, Instr & Envr Design Lab	1
EDU 274 Global Education	3
EDU 279 Assess, Research & Data	3
EDU 358 Curriculum Integration & Mid Grades Phil	3
EDU 373 Adapt, Accommodation & Diff Div Learning	3
EDU 373L Adapt,Accom & Diff Div Lrn Lab	1
EDU 378 Consult & Collaboration in Education	3
EDU 416 Teaching the Young Adolescent	3
EDU 432 Field Experience in the Middle Grades	1
EDU 435 Literacy Across the Content Areas	2
EDU 435L Literacy Across the Content Areas Lab	0
EDU 442 Student Teaching in the Middle Grades	14
EDU 451 Technology In The Classroom	1
PSY 320 Lifespan Development	3
Choose one area of specialization: (and)	
Choose 12 credits from a second concentration:	12
<i>Language Arts:</i>	29
EDU/ENG 315 Grammar of the English Language	
EDU 327 Foundations in Literacy	
ENG 131 Critical Thinking and Writing	
ENG a writing intensive course at the 200-level or above	
ENG 270 Reading Fiction	
ENG 271 Reading Poetry	
Choose one course from the following:	
COM 120 Communication Appreciation	
COM 209 Media Writing I	
CSC 220 Web and Net-Centric Design	
Choose one course from the following:	
ENG 370 Reading Drama	
THR 200 Theatre Appreciation	
THR 260 History of Theatre and Drama I	
THR 265 History of Theatre and Drama II	
Choose one literature course from the ENG courses	
<i>Mathematics:</i>	21
MAT 165 Calculus I	
MAT 200 Discrete Math Structures	
MAT 215 Applied Statistics	
MAT 240 College Geometry	
MAT 280 Linear Algebra	
MAT 400 History & Philosophy of Mathematics	
<i>Science:</i>	27-29
AST 110 Concepts in Astronomy	
BIO 105 Principles of Biology I	
BIO 106 Principles in Biology II	
BIO 203 Vertebrate Zoology or	
BIO 260 Natural History & Field Biology	
CHE 110 Concepts in Chemistry or CHE 101	
EAR 110 Physical Geology	
PHY 110 Concepts of Physics	
Choose one course from the following:	
ENV 120 Intro to Environ Science & Policy	
SCI 300 Environmental Science	
Social Studies	21

- EDU 274 Global Education
- Choose one course from:
 - HIS 121 US History to 1865
 - HIS 122 US History since 1865
- Choose two courses from:
 - HIS 203 Introduction to African History
 - HIS 204 Intro to Latin American History
 - HIS 205 Introduction to East Asian History
- Choose one course from:
 - HIS 230 Twentieth Century History
 - POL 130 Global Politics
- Choose one course from:
 - HIS 248 North Carolina History
 - HIS 266 Public History
 - POL 120 American Government

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

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All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: CHILD AND FAMILY INTERVENTION

HOURS

Core Curriculum Requirements

55-62

Technical Requirements

3*

SOC 100 Intro to Sociology

3

Major Requirements

59-61*

COM 120 Communication Appreciation

3

COM 142 Interpersonal Communication

3

EDU 220 Child & Adolescent Development

3

EDU 241 Curriculum, Instruction & Environ. Design

4

EDU 266 Speech, Language, and Literacy

3

EDU 378 Consult & Collaboration in Edu Settings

3

HCS 250 Multicultural Perspectives

3

LRC 480 Internship

3

PHI 116 Ethics

3

Choose 15-16 credits from the following:

15-16

(May be satisfied through completion of the AAS degrees in Early Childhood Education or Interpreter Preparation)

BUS 300 Business Communications

EDU 256 Integrated Visual and Performing Arts

EDU 365 The Young Exceptional Child

HCS 340 Introduction to Social Work

HES 285 First Aid

PSY/SOC 201 Social Psychology

PSY 332 Abnormal Psychology

SED 252 Classrm Mngmt in Inclusive & Sp Ed Settings

Other EDU or SED courses approved by the program coordinator

Choose from one of the following tracks:

16-17

DHH Facilitation:

EDU 327 Foundation of Literacy

EDU 373 Adapt, Accommodate, & Differentiation

SED 281 American Sign Lang I

SED 282 American Sign Lang II

SED 422 Overview of DHH Education

Early Intervention:

EDU 262 B-K Curriculum & Environments

EDU 264 Family Diversity & Partnerships
 EDU 361 Foundations of B-K Education
 NUR 220 Health Issues of Children
 PSY 320 Lifespan Development
 SOC 207 Marriage & the Family

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

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SCHOOL OF COUNSELING AND HUMAN SERVICES

Dr. Neal Gray, Chair

See the graduate portion of the catalog for information on Counseling programs.

Faculty:

Associate Professors Neal Gray, Amy Wood

Assistant Professors Nikki Vasilas, Charlotte Chun Williams

HUMAN AND COMMUNITY SERVICE

The Human and Community Service major provides graduates with knowledge, skills, and experiences to prepare them for working in human service professions. Students are educated to work with individuals, small groups (such as families), individuals needing help in other groups (work organizations, for example), and with community organizations to accomplish more structural or systemic (social, economic, political, recreational, etc.) goals. The Human and Community Service major earns a B.A. degree. Internships require daytime availability.

MINOR:

A minor in Human and Community Service requires eighteen credits including Human and Community Service 220, 320; four courses from HCS 250, 304, 318, 457, SOC 200, or PSY 323.

MAJOR: HUMAN AND COMMUNITY SERVICE

Core Curriculum Requirements

HOURS

55-62

Technical Requirements

3*

MAT 115 Statistics

3

Major Requirements

40*

HCS 220 Concepts in Human & community Service

3

HCS 250 Multicultural Perspectives

3

HCS 304 Intro to Social Work-Human Services

3

HCS 318 Community Service

3

HCS 320 Applications of Human & Community Service

3

HCS 457 Internship in Human & Community Service

4

PSY 100 Intro to Psychology

3

PSY 251 Statistical Methods **or**

SOC 215 Statistics for Political & Soc Research

3

SOC 100 Intro to Sociology

3

SOC 200 Social Problems

3

Choose three courses from the following:

9

PSY 253 Personality
PSY 320 Lifespan Development
PSY 328 Health Psychology
PSY 332 Abnormal Psychology
PSY 434 Counseling Theories & Techniques
SOC 201 Social Psychology
SOC 207 Marriage & Family
SOC 212 Aging & Society
SOC 233 Criminology
SOC 340 Sociology of Gender & Sexuality
SOC 345 Global Inequality
SOC 379 Environment & Society

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

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