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ACADEMIC CATALOG



2008-2009

LIMESTONE COLLEGE



2008 - 2009 Limestone College
Academic Catalog
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LIMESTONE COLLEGE ACADEMIC CATALOG

The Limestone College Catalog provides information and regulations about curriculum, degree requirements, finances, schedules, attendance, and related matters. The catalog is considered to be a contract between the College and the student. The College reserves the right to change any statement or regulation in the catalog at any time, and it is the responsibility of the student to keep apprised of such statements and regulations and of any changes. Information on changes will be available in the office of the Vice President for Academic Affairs.

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY

Limestone College is dedicated to equal opportunity through affirmative action within the college community. Limestone's Affirmative Action/Equal Employment Opportunity Policy is designed to provide equal consideration of all applicants for faculty and staff positions, for all faculty members in the tenure and promotion process, for administrators and staff seeking promotions and advancement, as well as for students seeking admission, financial aid, and equality in academic and athletic programs. A copy of Limestone's Affirmative Action/Equal Employment Opportunity Policy is available in all College departments and offices, as well as on reserve in the A. J. Eastwood Library.

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ACADEMIC CALENDARS
2008-2009 and 2009-2010

FALL SEMESTER, 2008

Extended Campus

Jul 1/Tues – Aug 22/Fri	Internet Term 4
Jul 8/Tues – Aug 4/Mon	Session 7
Jul 9/Wed – Aug 8/Fri	Wed/Fri Session
Aug 18/Mon – Sept 15/Mon	Session 8 (No Classes Sept 1)
Aug 20/Wed – Sept 19/Fri	Wed/Fri Session
Aug 25/Mon – Oct 17/Fri	Internet Term 5
Sept 16/Tues – Oct 13/Mon	Session 9
Sept 24/Wed – Oct 24/Fri	Wed/Fri Session
Oct 14/Tues – Nov 10/Mon	Session 10
Oct 20/Mon – Dec 12/Fri	Internet Term 6
Oct 29/Wed – Dec 3/Fri	Wed/Fri Session (No Classes Nov 28)
Nov 11/Tues – Dec 9/Tues	Session 11 (No Classes Nov 27)
Dec 12 Friday/4:00 p.m.	Commencement
Dec 13 Saturday/4:00 p.m.	Commencement

Day Program

Aug 13	Wed/1:00-3:00	New Faculty /Staff Orientation
Aug 14	Thur/8:30-5:00	Full Faculty/Staff Workshop
Aug 15	Fri/1:00-5:00	New Students Arrive & Begin Orientation
Aug 16	Sat-Aug 17/Sun	New Student Orientation & Skills Testing
Aug 18	Mon/8:00-5:00	New Student Advisement & Activities
Aug 18	Mon/8:00a.m.	Residence Halls Open for Returning Students
Aug 19	Tues/8:00-5:00	Registration & Returning Student Advisement
Aug 20	Wed/8:00 a.m.	Classes Begin
Aug 27	Wednesday	Last Day-Late Enrollment/Course Changes
Aug 28	Thursday/9:45a.m.	Presidential Convocation
Sept 1	Monday	Labor Day Holiday (No Classes)
Sept 2	Tues/8:00 a.m.	Classes Resume
Oct 15	Wednesday	Midterm Grades Due
Oct 16/17	Thursday/Friday	Fall Break (No Classes)
Oct 20	Mon/8:00 a.m.	Classes Resume
Nov 26	Wednesday	Thanksgiving Break (No Classes)
Dec 1	Mon/8:00 a.m.	Classes Resume
Dec 3	Wednesday	Last Day of Classes

ACADEMIC CALENDARS

Dec 4-10	Thursday/Wednesday	Dec10	Examinations
Dec 11	Thursday/4:00 p.m.		Fall Commencement (Day Program)
Dec 12	Friday/5:00 p.m.		Residence Halls Close

SPRING SEMESTER, 2009 (DATES ARE SUBJECT TO CHANGE)

Extended Campus

Jan 12/Mon – Mar 6/Fri	Internet Term 1
Jan 13/Tues – Feb 9/Mon	Session 1
Jan 14/Wed – Feb 13/Fri	Wed/Fri Session
Feb 10/Tues – Mar 9/Mon	Session 2
Feb 18/Wed – Mar 20/Fri	Wed/Fri Session
Mar 9/Mon – May 1/Fri	Internet Term 2
Mar 10/Tues – Apr 6/Mon	Session 3
Mar 25/Wed – Apr 24/Fri	Wed/Fri Session
Apr 7/Tues – May 4/Mon	Session 4
Apr 29/Wed – May 29/Fri	Wed/Fri Session
May 4/Mon – Jun 26/Fri	Internet Term 3
May 5/Tues – Jun 1/Mon	Session 5 (No classes May 25)
May 8 Fri/4:00 p.m.	Commencement
May 9 Sat/4:00 p.m.	Commencement
June 3/Wed/ – July 3	Wed/Fri Session
June 2/Tues – Jun 29/Thurs	Session 6

Day Program

Jan 4	Sun/8:30-5:00	New Student Orientation & Skills Testing
Jan 5	Mon/8:00 a.m.	Residence Halls Open for Returning Students
Jan 5	Mon/8:30-5:00	Orientation and Advisement
Jan 6	Tues/8:00-5:00	Registration
Jan 7	Wed/8:00 a.m.	Classes Begin
Jan 14	Wednesday	Last Day-Late Enrollment/Course Changes
Mar 13	Friday	Midterm Grades Due
Mar 16-20	Monday-Friday	Spring Break
Mar 23	Mon/8:00 a.m.	Classes Resume
Apr 10/13	Friday/Monday	Easter Holiday
Apr 14	Tues/8:00a.m.	Classes Resume
Apr 29	Wednesday	Last Day of Classes

ACADEMIC CALENDARS

Apr 30	Thur-Wed. May 6	Examinations
May 7	Thursday/4:00 p.m.	Spring Commencement (Day Program)
May 8	Friday/5:00 p.m.	Residence Halls Close

FALL SEMESTER, 2009

Extended Campus

July 1/Wed	Aug 21/Fri	Internet Term 4
Jul 7/Tues	Aug 3/Mon	Session 7
Jul 8/Wed	Aug 7/Fri	Wed/Fri Session
Aug 17/Mon	Sept 14/Mon	Session 8 (No Classes Sept 7)
Aug 19/Wed	Sept 18/Fri	Wed/Fri Session
Aug 24/Mon	Oct 16/Fri	Internet Term 5
Sept 15/Tues	Oct 12/Mon	Session 9
Sept 23/Wed	Oct 23/Fri	Wed/Fri Session
Oct 13/Tues	Nov 9/Mon	Session 10
Oct 19/Monday	Dec 11/Fri	Internet Term 6
Oct 28/Wed	Dec 2/Wed.	Wed Session (No Classes Nov 27)
Nov 10/Tues	Dec 8/Tues	Session 11 (No Classes Nov 26)
Dec 11	Friday/4:00 p.m.	Commencement
Dec 12	Saturday/4:00 p.m.	Commencement

Day Program

Aug 12	Wed/1:00-3:00	New Faculty /Staff Orientation
Aug 13	Thur/8:30-5:00	Full Faculty/Staff Workshop
Aug 14	Fri/1:00-5:00	New Students Arrive & Begin Orientation
Aug 15	Sat-Aug 16/Sun	New Student Orientation & Skills Testing
Aug 17	Mon/8:00-5:00	New Student Advisement & Activities
Aug 17	Mon/8:00a.m.	Residence Halls Open for Returning Students
Aug 18	Tues/8:00-5:00	Registration & Returning Student Advisement
Aug 19	Wed/8:00 a.m.	Classes Begin
Aug 26	Wednesday	Last Day-Late Enrollment/Course Changes
Aug 26	Wed/10:15a.m.	Presidential Convocation
Sept 7	Monday	Labor Day Holiday (No Classes)
Sept 8	Tues/8:00 a.m.	Classes Resume
Oct 14	Wednesday	Midterm Grades Due
Oct 15/16	Thursday/Friday	Fall Break (No Classes)

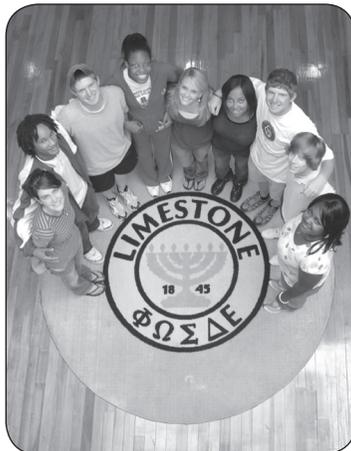
ACADEMIC CALENDARS

Oct 19	Mon/8:00 a.m.	Classes Resume
Nov 25	Wednesday	Thanksgiving Break (No Classes)
Nov 30	Mon/8:00 a.m.	Classes Resume
Dec 2	Wednesday	Last Day of Classes
Dec 3-9	Thursday/Wednesday Dec 9	Examinations
Dec 10	Thursday/4:00 p.m.	Fall Commencement (Day Program)
Dec 11	Friday/5:00 p.m.	Residence Halls Close

SPRING SEMESTER, 2010 (DATES ARE SUBJECT TO CHANGE)

Extended Campus

Jan 11/Mon – Mar 5/Fri	Internet Term 1
Jan 12/Tues – Feb 8/Mon	Session 1
Jan 13/Wed – Feb 12/Fri	Wed/Fri Session
Feb 9/Tues – Mar 8/Mon	Session 2
Feb 17/Wed – Mar 19/Fri	Wed/Fri Session
Mar 8/Mon – Apr 30/Fri	Internet Term 2
Mar 9/Tues – Apr 5/Mon	Session 3
Mar 24/Wed – Apr 23/Fri	Wed/Fri Session
Apr 6/Tues – May 3/Mon	Session 4
Apr 28/Wed – May 28/Fri	Wed/Fri Session
May 3/Mon – Jun 25/Fri	Internet Term 3
May 4/Tues – Jun 11/Fri	Session 5 (No classes May 31)
May 7 Fri/4:00 p.m.	Commencement
May 8 Sat/4:00 p.m.	Commencement
June 2/Wed/ – July 2/Wed	Wed/Fri Session
June 3/Thurs – Jun 29/Tues	Session 6



ACADEMIC CALENDARS

Day Program

Jan 10	Sun/8:30-5:00	New Student Orientation & Skills Testing
Jan 11	Mon/8:00 a.m.	Residence Halls Open for Returning Students
Jan 11	Mon/8:30-5:00	Orientation and Advisement
Jan 12	Tues/8:00-5:00	Registration
Jan 13	Wed/8:00 a.m.	Classes Begin
Jan 20	Wednesday	Last Day-Late Enrollment/Course Changes
Mar 12	Friday	Midterm Grades Due
Mar 15-19	Monday-Friday	Spring Break
Mar 22	Mon/8:00 a.m.	Classes Resume
Apr 2-5	Friday/Monday	Easter Holiday
Apr 6	Tues/8:00a.m.	Classes Resume
Apr 28	Wednesday	Last Day of Classes
Apr 29	Thur-Wed. May 5	Examinations
May 6	Thursday/4:00 p.m.	Spring Commencement (Day Program)
May 7	Friday/5:00 p.m.	Residence Halls Close



INTRODUCTION

INTRODUCTION

Limestone College is an accredited, independent, coeducational four-year liberal arts institution chartered by the State of South Carolina. Limestone College is a Christian non-denominational college. Its programs lead to the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Associate of Arts or Associate of Science degree.

LIMESTONE COLLEGE MISSION

The mission of Limestone College is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. By providing degree programs throughout South Carolina and by way of the Internet, Limestone College offers opportunities for personal and professional growth to individuals who may find access to higher education difficult.

In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate study.

The College's faculty and staff, academic and co-curricular programs, financial resources, and support services are dedicated to an educational climate that upholds high academic standards and fosters respect for learning and beauty, creativity and hard work, tolerance and personal integrity, vigorous activity and spiritual reflection.

HISTORY

Limestone College was established in 1845 by Dr. Thomas Curtis and his son, Dr. William Curtis, distinguished scholars born and educated in England. Limestone was the first woman's college in South Carolina and one of the first in the United States. In the late 1960's Limestone became fully coeducational.

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

Limestone was a pioneer in providing educational opportunities for working adults wishing to complete a baccalaureate degree. The Block Program, established in 1976, brought Limestone classes to numerous locations throughout South Carolina. In 1996, Limestone College was again in the forefront of providing educational opportunities to working adults through the introduction of the Virtual Campus Program. In Spring 2005, the two programs were combined into the Extended Campus to better serve Limestone's adult students.

Today, Limestone College enrolls 800 traditional day students and 2800 Extended Campus students at 8 sites in South Carolina and on the Internet. Limestone's total enrollment is approximately 3,600.

INTRODUCTION

Since 1991, Limestone has completed major renovations of eight of its historic campus structures: the Montgomery Building, Ebert Residence Hall, Carroll Fine Arts Building, Hamrick Hall of Science, Greer Residence Hall, Dixie Lodge, Eunice Ford Residence Hall, and Granberry Art Building. In 2005, Limestone completed a new Physical Education Building containing a fitness center, athletic training education facilities, a wrestling practice area, classrooms, and offices.

While the College's ties to the past are visible in the many historic structures on the campus, these renovated facilities now house the modern technology necessary to maintain Limestone's reputation as an outstanding regional liberal arts college.

LOCATION

Limestone College's campus is located in Gaffney, South Carolina, in the Piedmont section of the state, a populous area with diversified industrial, commercial, and agricultural interests. Gaffney and its adjacent communities have a population of approximately 25,500. The Limestone campus is located in a historic residential section of Gaffney. Ten campus buildings are included on the National Register of Historic Places. Nestled among gently rolling hills, Gaffney enjoys a mild climate that permits a variety of outdoor activities throughout the year.

The metropolitan areas of Charlotte, North Carolina and Greenville/Spartanburg, South Carolina are within an hour's drive. Resort areas of the Blue Ridge and Great Smoky Mountains are less than an hour away, and Myrtle Beach, Charleston, and coastal resorts are easily accessible for weekend visits.

ESSENTIAL BELIEFS AND VALUES

Limestone expects its students to be concerned with two closely related types of development: that of the productive citizen and that of the person working toward intellectual maturity and self-awareness. The undergraduate experience serves as a catalyst for the student's intellectual development, as a means of fostering the growth of each individual's capacity for self-awareness and sustained commitment to learning, and as a means by which each student may reach his or her potential.

Limestone College values excellent teaching and close student-faculty relationships for traditional and nontraditional students. Small classes, individual instruction, academic advising, and personal attention promote active learning and cultivate intellectual curiosity.

Because our society presents continuing challenges to values, students are encouraged to cultivate respect for other individuals and cultures, and to enhance their own moral sensitivity, personal creativity, and emotional stability. Limestone's programs and practices strive to exemplify compassion, civility, and a sense of justice. The College respects each student's religious liberty and provides an environment consistent with the institution's non-denominational Christian heritage.

INTRODUCTION

Limestone aspires to be a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, personal characteristics, and interests. This diversity reflects values the College hopes to embody: openness, honesty, tolerance, mutual respect, civic responsibility, global awareness, and bold intellectual inquiry. Limestone College aspires to be a community of learners that is harmonious in its differences, just and compassionate in its transactions, and steadfast in its commitment to an educational program of the highest quality.

Limestone College, fulfilling its leadership role in South Carolina, strives to enhance aesthetic and cultural life, integrate qualities of liberal education and career preparation, improve the quality of social services, help meet human resource needs, and promote economic vitality.

Limestone College graduates at the baccalaureate level are expected to have acquired the following life-enhancing skills, knowledge, experiences, and attitudes as the result of completing all degree requirements:

- Competence in reading, writing, speaking, listening, and computation,
- Competence in their major discipline, and
- The ability to solve problems and make decisions using critical thinking and available information technologies.

STUDENTS

Limestone College primarily serves students from South Carolina and other Eastern Seaboard states. Limestone students generally major in fields directly related to career preparation; at the same time, they receive a strong foundation in the liberal arts.

The campus day program offers a traditional college setting for students with diverse backgrounds. Students are active in campus and community life through social and service organizations. The Honors Program challenges those with exceptional intellectual ability, and the Program for Alternative Learning Styles fosters academic success for those with documented learning disabilities.

The Extended Campus attracts hard working, goal-oriented men and women who aspire to attain their degrees to increase opportunities for personal growth and career advancement. The College offers this program on campus and at off-campus sites throughout South Carolina.

The Extended Campus has been offering courses through the Internet since 1996 as an avenue of learning to those who cannot attend traditional or nontraditional programs in their local area. The course content for these courses is the same as that which is taught in traditional courses. All lectures, labs, and assignments are delivered to the student via the Internet and e-mail. Most courses have no specific times that the student must be on line. The Extended Campus Program provides the opportunity for students from all walks of life and geographic locations to have access to a quality education.

INTRODUCTION

STATEMENT OF PURPOSE

The major functions of the College are to:

- Offer undergraduate instruction in accordance with approved liberal arts curricula.
- Encourage students to participate in a wide variety of student activities including student government, publications, clubs, and professional organizations, intramurals, and social fraternities and sororities. It is the College's intent not only to provide a sound academic foundation, but also to provide the cultural, social, and ethical background for success in daily life.
- Encourage curricula-related work experiences for enrolled students.
- Provide career development assistance for students and alumni.
- Provide students and the community with athletic, recreational, and cultural enrichment programs and lifelong learning experiences.
- Provide a program of services and recognition for alumni that fosters a spirit of fellowship and encourages continued involvement in the life of the College.
- Recruit and retain a faculty, staff, and student body committed to supporting the academic mission and social culture of the College.
- Provide the faculty, staff, and student body with a safe and supportive environment.
- Offer training and educational programs to help employees remain current in their intellectual and skill areas.
- Acquire and maintain facilities, equipment, and financial resources necessary to support the educational mission of the College.
- Acquire and effectively manage institutional resources to maintain and improve course offerings, facilities, equipment, and support services.
- Serve as a community resource for information and expertise in the academic disciplines presented in the curriculum.
- Encourage faculty, staff, and student involvement in community projects which enhance the quality of life for area residents.

GENERAL EDUCATION

Commitment

Limestone College is committed to the liberal arts and sciences, and to educating men and women for leadership, service, and professional responsibility in the twenty-first century. The College is committed to preparing graduates for lifelong learning and professional success in a world of changing career needs and objectives. To fulfill its commitment to graduates, the College has designed a General Education Program which focuses on basic intellectual skills: critical thinking, communication, quantitative reasoning and use, and understanding of technology.

INTRODUCTION

General Statement

Those individuals who will become tomorrow's leaders, who will render meaningful service, and who will enjoy professional fulfillment in the next century will have prepared themselves to be lifelong learners. They will have acquired abilities, skills, and perspectives that enable them to take advantage of opportunities and to confront challenges just now emerging or as yet unknown.

The General Education Program at Limestone College provides the initial learning experience for all students, regardless of intended major or career objectives. The program consists of courses chosen to enhance understanding of one's self and the world. Through this curriculum students develop dispositions and capacities that promote and enable lifelong learning as well as effective participation in society.

The Liberal Arts

At the heart of Limestone's General Education Program is a commitment to liberal learning in the arts and sciences. This commitment means that Limestone is dedicated to educating a student in a broad perspective by requiring courses that explore the scientific, historical, cultural, social, ethical, and aesthetic contexts in which we live. By study of these contexts, students sharpen intellectual capacities, enhancing their abilities to think critically, to reflect imaginatively, to compare and integrate, to discern values, and to communicate clearly and persuasively. Further, through this study, students gain awareness of and respect for the world around them, its problems and potential. Students also gain awareness and respect for the individuals that make up our world and its culture; the nature of knowledge with all of its promises and limitations; and finally ourselves, our intellectual, creative, and spiritual capabilities. Thus, the impact of general education at Limestone College is to liberate, to free the students from narrow and parochial thought, and to enable the students to grow, change, and respond effectively to new and unforeseen circumstances.

Educational Goals

While courses in the General Education Program often introduce students to a particular discipline, the intent of these courses is not simply to convey a large quantity of facts and principles. Rather, content is selected to illuminate the broad intellectual truths and problems of a discipline and to provide experience with the methods of inquiry of the field. This wedding of exemplary content with principles of understanding cuts across all general education classes and helps students to perceive the relevance of knowledge and the interrelationships among the various disciplines represented in general education.

The integration of knowledge and understanding is sought through the following educational goals:

- Critical Thinking: development of sound analytical and synthetic reasoning skills and the ability to employ reasoning skills in productive problem solving;
- Communication: ability to write, speak, read, and listen effectively;

INTRODUCTION

- **Mathematical Skills:** ability to use and understand statistical and other quantitative techniques to interpret data;
- **Historical Perspective:** awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- **Social Institutions:** knowledge of the major institutions of society such as work, family, voluntary associations, and government;
- **Science:** understanding the nature of scientific inquiry as well as the role of science in the historic and modern world;
- **Technology:** ability to employ computer and other technologies in writing and in manipulation of data, and understanding the nature and limits of technology;
- **Cultures:** awareness and appreciation of diverse cultures, languages, philosophies, religions and methods of understanding them;
- **Aesthetic Sensitivity:** appreciation and understanding of literature and the fine arts;
- **Global Interdependence:** awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social, and cultural systems; and
- **Values:** awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society.

ACCREDITATION AND MEMBERSHIPS

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

The music program is accredited by the National Association of Schools of music (NASM). Limestone also meets the certification standards required by the South Carolina State Department of Education for teacher certification. Limestone College is accredited by the Council on Social Work Education. The Athletic Training Education Program at Limestone College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The College holds membership in the Council of Higher Education Accreditation (CHEA), Council of Independent Colleges (CIC), the South Carolina Independent Colleges and Universities (SCICU), the South Carolina Association of Colleges and Employers (SCACE), the National Association of Independent Colleges and Universities (NAICU), the Council for the Advancement and Support of Education (CASE), the National Collegiate Athletic Association (NCAA), Conference Carolinas, and the Blue Grass Mountain Conference (men's and women's swimming).

INTRODUCTION

THE A. J. EASTWOOD LIBRARY

The staff, collections, and equipment of the Eastwood Library are an integral part of Limestone's instructional program, with a goal of educating students to be independent, lifelong learners. All freshmen receive instruction in use of the library, and specialized instruction for advanced course work is offered to many classes. The library offers traditional reference and interlibrary loan services, as well as on-line computer services. As a member of several consortiums, the library is able to provide expanded services to its patrons.

Library collections are housed in a building dedicated in 1966, and named in honor of a former President of the College, A. J. Eastwood. The collections are composed of over 114,129 volumes, 280 periodical subscriptions in print, as well as full-text databases, audio visual materials and equipment. In addition, a curriculum materials laboratory is part of the library, supporting the teacher education program.

Main access to the library for the Extended Campus community is through the library's website (www.limestone.edu/library.html). The site includes links to electronic books and articles, catalogs, information on policies and collections, forms for library loans, a "How Do I" section with tutorials, and various ways to contact the library staff.

LIMESTONE COLLEGE SYMBOLS

The Seven Branches of Learning

Quadrivium

The higher division of the seven liberal arts in the Middle Ages, composed of geometry, astronomy, arithmetic, and music.

Trivium

The lower division of the seven liberal arts in medieval schools, consisting of grammar, logic, and rhetoric.

ΦΩΣΔΕ

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Candidates for admission to Limestone College are evaluated on the basis of ability and achievement. Limestone College is limited in the number of students it can accept. Therefore, every effort is made to admit students, who because of their academic preparation, particular interests, and talents, are qualified to accept the challenges and opportunities of a liberal arts college. The policies and procedures below apply to all candidates for Limestone's Day Program or Extended Campus.

Students planning to enter Limestone College are advised to contact the College during their junior year of high school to discuss the courses needed during the senior year. This contact can be made by a visit to the College, by letter, or by an interview with a college representative on College Day at the high school. By contacting Limestone College during your junior year of high school, you will receive advanced information which will give you an edge over those who begin the process late.

For admission to Limestone College a student should present approved Carnegie Units (high school course units) from an accredited secondary school. These units should include the following:

English	4 units
Mathematics	3 units
Social Science	3 units
Laboratory Science	2 units

Additional high school courses should be selected mainly from foreign languages, history, mathematics and natural science. The College is happy to consider applications from students whose preparatory program differs in extent and in course content from that outlined above, provided it shows evidence of sound work in basic subjects.

To be considered for admission into a degree program with Limestone College, you must be a high school graduate or hold a General Education Degree (GED), or provide clear evidence of ability to do college level work. Students who are unable to attend day classes on the campus in Gaffney may wish to consider the Extended Campus (which offers evening classes mainly for adult students and Internet classes).

The following factors enter into the decision-making process regarding a prospective student's acceptance: grade point average (GPA), class rank, Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, and letters of recommendation. In some cases an interview may be required to help the admissions staff understand the student's desire to further his or her education and goals. Special consideration is given to courses taken in high school that relate to a student's major area of interest.

Students can anticipate notification of their admission status within two weeks after all information has been received by Limestone College.

ADMISSIONS INFORMATION

STATEMENT OF NONDISCRIMINATION

Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

It is the policy of Limestone College to actively recruit minority students. The College will recruit students from high schools that enroll significant numbers of minority students. Limestone College will identify appropriate high schools in South Carolina, Georgia, Florida, North Carolina, New Jersey, New York, and Maryland.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post Secondary Education Publication, “current student aid and other related regulations”, Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities.

Limestone College has also made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS).

ADMISSIONS PROCEDURES

Freshman Admissions

Students applying as first-time freshmen (no previous college work) should follow the steps outlined below.

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if application is completed on-line at www.limestone.edu or if application is made during a visit to Limestone College.
2. Submit an official copy of your high school transcript or GED transcript to the Admissions Office or Extended Campus Office. The official copy of your transcript must be received within 90 days of the date you begin classes at Limestone. Remember that until this official transcript is received and you are officially accepted as a degree seeking student, you will not be able to receive financial aid.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Admissions Office or Extended Campus Office unless you are 21 years of age or older or in military service.

Transfer Admissions

Limestone College accepts the Associate of Arts and the Associate of Science degrees granted by a regionally accredited college or university as transfer credit which fulfills Limestone College's general education requirements (except for ID 201). At the time the degree was earned by the student, the institution awarding the Associate Degree must have been accredited by a regional accrediting agency.

The exception to the above policy is an Associate of Arts or an Associate of Science Degree awarded by a regionally accredited institution which includes transfer credits from an institution not accredited by a regional accrediting agency. In this situation, individual

courses will be evaluated for possible transfer, and the Limestone College general education requirements will not have been fulfilled.

Transfer students should follow the steps outlined below.

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if application is completed on-line at www.limestone.edu or if application is made at time of visit to Limestone College.
2. Submit an official copy of your high school transcript or GED transcript to the Admissions Office or Extended Campus Office unless transferring 12 or more semester hours of college credit. The official copy of your transcript must be received within 90 days of the date you begin classes at Limestone. Remember that until this official transcript is received and you are officially accepted as a degree seeking student, you will not be able to receive financial aid.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Admissions Office or Extended Campus Office unless you are 21 years of age or older, in military service or transferring 12 or more credits to Limestone College.
4. Submit official transcripts of all previous college work. All official transcripts must be received within 90 days of the date you begin classes at Limestone.

Upon receipt of an application, the transcripts of previous college work will be evaluated on an individual basis. The previous course work of transfer students is evaluated based on the curriculum in effect at the present time. All students are required to complete the curriculum in effect at the time they actually begin classes. Students have the option of choosing the curriculum in a more recent year of their attendance. The transferring student will be notified in writing of the semester hour credits which Limestone will accept toward the 123 hours required for an undergraduate degree. At the time of initial enrollment at Limestone College, a student may transfer up to 66 semester hours from two-year schools, unless the number of hours accepted is adjusted to comply with a current transfer agreement. Only courses with a grade of "C" or better will be accepted. After a student has been admitted to Limestone College and has earned a total of 66 semester hours, he/she may not take additional hours at two-year colleges. Limestone College also accepts selected college credits earned through College-Level Examination Program (CLEP) and Advanced Placement (AP) and Dantes. Limestone College evaluates the recommendations in the guides published by the American Council on Education and awards credit based on good educational practices and the suitability to the Limestone College Curriculum.

Limestone College will recognize all passing grades earned at other regionally accredited institutions for financial aid eligibility calculations. Grades of "C" or better earned at other regionally accredited institutions may be counted towards graduation requirements.

Students must complete a minimum of 31 semester hours, including 15 semester hours within the major field, for a baccalaureate degree or a minimum of 16 semester

ADMISSIONS INFORMATION

hours, including nine semester hours within the major field, for an associate degree at Limestone and correct any deficiencies noted by the advisor and the Vice President for Academic Affairs. Credits transferred are not used in computing a student's grade-point average.

Transfer students who have not met Limestone College's communication and quantitative skills requirements must take the communication and mathematics skills tests at the beginning of their first semester at the College. If deficiencies are discovered, students must remediate those deficiencies and obtain certification of remediation from the English or Mathematics Department.

Additional requirements may be necessary for teacher certification as mandated by the South Carolina State Department of Education.

Provisional Admissions

Provisional admission is designed for students who show promise of success in a collegiate environment but are in need of further academic development. Provisional admission is determined by the Vice President for Enrollment Services or the Director of the Extended Campus and the Academic Life Committee. This determination is made after receipt of SAT/ACT scores and additional information for freshmen students or transcripts for transferring students.

A provisionally admitted student is limited to 12 semester hours over a four month period and may not enroll in directed or coordinated studies.

If the provisionally-admitted student successfully completes the semester, as determined by the Vice President for Academic Affairs, regular admission to Limestone College will be recommended. If the student's academic performance is unsatisfactory, provisional status may be continued or suspension from the College may result.

Provisional admission may be sought by the student in correspondence with the Vice President for Enrollment Services.

International Admissions

International students should follow the process outlined for freshmen admissions if they have not previously attended college, or follow the process outlined for transfer admissions if they have previously attended college. In addition, students whose native language is not English are required to submit a score of 500 or above on the Test of English as a Foreign Language (TOEFL) or have proof they have attended and successfully completed an English as a Second Language (ESL) program and/or have a satisfactory score on the SAT or ACT. Oral communication skills are the responsibility of each student.

Readmission

Students desiring readmission to Limestone College after a period of 36 months from the last course date, must follow the steps below:

1. Submit a completed application and appropriate application fee to the Office of

Admissions or the Extended Campus Office, Limestone College, 1115 College Drive, Gaffney, South Carolina 29340.

2. Submit official transcripts of all college work since the student's last attendance at Limestone College to the Admissions office or to the Extended Campus Office. Transcripts must be received within 90 days of the date you begin classes at Limestone. Remember that until this official transcript is received and you are officially accepted as a degree seeking student, you will not be able to receive financial aid. An application is valid for 18 months if the process is not completed. After 18 months, the student must reapply and resubmit all transcripts and/or test scores. A student that has not started classes 18 months after the acceptance date must also reapply.

Following acceptance for readmission, the student will be required to complete degree requirements under the current academic catalog.

PALS Admissions

Students with certified learning disabilities, with or without Attention Deficit Hyperactivity Disorder (ADHD), who are interested in the Program for Alternative Learning Styles (PALS-described in detail in the Special Programs Section of this catalog, page 68) should follow the process outlined for transfer admissions if they have previously attended college. In addition, these students should submit a recent psychological profile to: PALS Director, Limestone College, Gaffney, South Carolina 29340. The acceptable profile is the Wechsler Adult Intelligence Scale (WAIS) and either the Woodcock Johnson Achievement or the Wechsler Individual Achievement Test (WIAT).

Students with learning disabilities will be admitted to PALS only with the approval of the Vice President for Enrollment Services or the Academic Life Committee and the PALS Director. There is an additional fee for enrollment in the PALS Program.

Early Admissions

In cases of unusual merit and exceptional maturity, and upon recommendation of a high school principal or guidance counselor, a student who has completed the 11th grade may be considered for admission into a degree program. Students should follow the process outlined for freshmen admissions. In addition, a personal interview at the College is required of all applicants for admission in this category.

Joint Admissions

High school students may seek joint admission to Limestone College if they meet the following criteria: have earned sufficient Carnegie units to be classified as a college freshman, have a grade point average of 3.00 (on a 4 point scale), be recommended by a school guidance counselor and principal, and obtain written permission from the appropriate school official. These criteria are in compliance with the South Carolina Department of Education's policies. Students seeking joint admission to Limestone College should follow the process outlined for freshman admissions.

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Non-Degree-Seeking Students

Students desiring to take courses but not to pursue a degree with Limestone College must submit a completed application, including a \$25.00 application fee, to the Admissions Office or to the Extended Campus Office, Limestone College, 1115 College Drive, Gaffney, South Carolina 29340. The fee of \$25.00 will be waived if application is completed on-line at www.limestone.edu. Non-degree-seeking students may apply for admission to a degree program at anytime, but they must meet the requirements outlined in this catalog to be accepted as a degree-seeking student.

Transient Students

Students currently enrolled at another regionally accredited institution who desire to take Limestone College courses must:

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if application is completed on-line at www.limestone.edu.
2. Submit a transient letter from that institution to the Admissions office or the Extended Campus office, indicating that the student is in good standing.

Limestone College cannot guarantee another institution will accept its credits. It is recommended that students receive advance permission from their home institutions.

Conditional Acceptance

A student who has submitted unofficial copies of any high school or college transcripts may be granted conditional acceptance to Limestone College and allowed to begin classes immediately if the College believes the student will be successful. Only Degree-seeking students can be conditionally accepted.

The following guidelines must be followed:

1. A Limestone College application must be submitted.
2. Transfer students may provide official or unofficial transcripts at this time.
3. New students will be considered for financial aid at the freshman level.
4. Students will have six months to provide all official transcripts.
5. If a student's official transcripts are not submitted within six months, the student will not be allowed to take further classes until all official transcripts are received.

Each student must meet requirements in the Limestone College Academic Catalog to be accepted without conditions.

FINANCIAL INFORMATION

GENERAL FEES FOR 2008-2009

	DUE FOR FALL REGISTRATION (Aug.-Dec.)	DUE FOR SPRING REGISTRATION (Jan.-April)
Tuition (Maximum 17 s.h.)	\$8,650.00	\$8,650.00
Room	\$1,600.00	\$1,600.00
Board	\$1,600.00	\$1,600.00
Cherokee Apartments (Cherokee Apartments Board)	\$1,800.00	\$1,800.00

Day Program

Students who enroll in fewer than 12 semester hours are classified as part-time students. Part-time students pay \$720.00 per credit hour.

Students who wish to audit a course are assessed a \$50.00 per credit hour fee.

Students who maintain a "B" average may be permitted to take an overload with the approval of the Vice President for Academic Affairs or Academic Dean. The overload fee is \$250.00 per credit hour for each hour over 17 hours.

Day students who wish to enroll in Extended Campus Program courses must have a valid reason for doing so and must have the written approval of the Vice President for Academic Affairs or Academic Dean. Normal overload charges will apply.

Extended Campus students who are approved for enrollment in daytime courses will pay \$720.00 per credit hour, as any other part-time student.

Extended Campus Classroom Program

Beginning July 1, 2008 (Session 7)

The tuition and fee costs for the 2008-2009 academic year for the Extended Campus Classroom are:

One (1) credit hour course	\$230.00
Three (3) credit hour course	\$690.00
Four (4) credit hour course	\$920.00

Day and Extended Campus Internet Programs

Extended Campus Courses

One (1) credit hour course (\$100.00 of which is nonrefundable) \$330.00

Three (3) credit hours (\$100.00 of which is nonrefundable) \$790.00

Four (4) credit hour course (\$100.00 of which is nonrefundable) \$1020.00

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Directed Study Courses (3) credit hours (\$100.00 of which is nonrefundable)
\$790.00

Coordinated Study Courses (3) credit hours (\$100.00 of which is nonrefundable)
\$790.00

SUMMER SCHOOL

Room - June - July Term	\$600.00/student
Room - July - August Term	\$600.00/student
Tuition: One (1) credit hour course	\$230.00
Three (3) credit hour course	\$690.00
Four (4) credit hour course	\$920.00

SPECIAL FEES AND CHARGES

Applied Music

One hour lesson per week (1 hour credit)	\$200.00/course
One 30 minute lesson per week	\$180.00/course
Music 260 or Music 360	\$200.00/course
Senior Recital (1 hour credit)	\$200.00/course
Instrumental Rental	\$25.00/instrument

Laboratory Fees

Art 202	\$10.00
Art 203	\$50.00
Art 208	\$40.00
Art 100, 103, 120, 213, 214, 220, 305, 320, and 470 (Printmaking, Weaving, and Crafts)	\$25.00/course
Art 102, 210, 211, and 470 (Ceramics and Photography)	\$35.00/course
Art 200	\$50.00
Athletic Training 180	\$35.00
Athletic Training 188	\$20.00
Business Administration 452	\$25.00
Computer Science Information Technology	\$35.00/course
Education 090E, 090M, 090R, and 200	\$25.00/course
English 090 and 091	\$20.00/course
English 101 (Select Sections)	\$20.00
French 101 (Select Sections)	\$20.00
French 102 (Select Sections)	\$20.00
Interdisciplinary 355	\$25.00
Mathematics 091	\$20.00
Mathematics 426	\$15.00
Music 129, 229, 329, 320, and 410	\$25.00/course
Physical Education 134	\$10.00
Physical Education 139	\$10.00
Physical Education 159	\$50.00
Physical Education 202	\$28.00

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Physical Education 210	\$10.00
Psychology 315	\$25.00
Sciences (Biology, Chemistry, and other natural sciences)	\$25.00/course
Spanish 201 (Select Sections)	\$20.00
Spanish 202 (Select Sections)	\$20.00
Extended Campus Processing Fee (Day Students- non-refundable)	\$100.00/course
Directed Study Fee (Day Students- non-refundable)	\$100.00/course

Other Fees/Deposits

Application for Admission (Good for 18 months)	\$25.00
Automobile Registration Permit	\$15.00
Application/Degree Audit For Graduation (nonrefundable)	\$25.00
Diploma/Graduation Fee	\$35.00
Internship Fee	Variable
Late Course Change	\$10.00
Late Enrollment, Student Teaching	\$25.00
Late Graduation Application/Degree Audit Fee (nonrefundable)	\$100.00
Lost or Damaged College ID Card Replacement Fee	\$10.00 (1st one free)
PALS Program	Variable
Private Room Fee	\$500.00/semester
Faculty/Staff Tuition Remission Fee	\$25.00/semester
Transcript Fee	\$5.00

Late payment of fees assessment schedule for returning students:

After 5:00pm on the day prior to beginning of classes and:

The first day of drop/add week.....	\$100.00
Second day of drop/add week.....	\$150.00
Third day of drop/add week.....	\$200.00
Fourth day of drop/add week.....	\$250.00
Fifth day of drop/add week.....	\$300.00

ADVANCE PAYMENTS (DEPOSITS)

All full-time students who are under 21 years of age, not living with relatives, and who have earned less than 90 credit hours are required to live in a College residence hall. An advance tuition deposit of \$50.00 and an advance housing deposit of \$50.00 is required of all new students (freshmen and transfers) upon receipt of the acceptance letter. Resident students already enrolled at Limestone are required to make an advance housing deposit of \$50.00 during the month of March. The advance housing deposit will help to ensure your selection of a roommate. A room in a selected residence hall is not reserved until the housing deposit is paid.

This advance deposit (refundable up to June 1/December 1) will be credited to student accounts at the beginning of each semester.

FINANCIAL INFORMATION

GENERAL REFUND POLICY

Academic: See the Academic Procedures section of the catalog for academic withdrawal procedures.

Financial: The College has many continuing expenses, such as faculty salaries and plant maintenance. In order to plan and maintain these services over the entire semester it is essential that the annual income from fees be assured. For this reason it is understood that students are enrolled for the entire semester. The fact that school fees are paid in two or more installments does not constitute a fractional contract.

In view of the foregoing, refund of any portion of the tuition and fees will be made only in the case of official withdrawal from the College through the Office of the Vice President for Academic Affairs and on the following basis:

	Portion of Tuition and Fees Returned
When the student has been enrolled	
Up to 7 calendar days after classes begin	90%
8 to 14 calendar days.....	75%
15 to 21 calendar days.....	60%
22 to 28 calendar days.....	45%
29 to 35 calendar days.....	30%
36 to 42 calendar days.....	15%

No comprehensive refund will be allowed after six (6) weeks except for the proration of the unused portion of room and board charges.

Students who are dismissed for disciplinary reasons will have their room and board charges adjusted to reflect a prorated share of services used to the date of their suspension.

In the Extended Campus Program refunds are as follows:

Up to 7 calendar days after course begins.....	100% refund
8 calendar days to end of course.....	0% refund

Note: for a military student who is taking Internet courses and using Tuition Assistance there will be a 100% refund, including the \$100 Technology Fee, if the course is dropped up to 7 calendar days after the course begins.

Refunds for students receiving Federal, State, or Institutional Financial Aid will be made in accordance with the regulations governing the respective programs. Policy statements regarding the refund of financial aid money are available in the Business Office or Student Financial Aid Office. An unofficial withdrawal may result in a student's forfeiting all financial aid and, thus becoming responsible for the entire balance. Schedules are sent to all students at the beginning of each semester.

STUDENT CREDIT BALANCE CASH DISBURSEMENT PROCEDURES

Extended Campus: From time to time, students will have paid all of their tuition and fees for a particular semester or Extended Campus course of instruction and

have a credit balance on their student accounts. This credit balance may be the result of a variety of things: loans, grants, paid scholarships, etc. Two times monthly, Extended Campus students who have a credit balance on their accounts will have a check automatically mailed to them. The student must submit a request in writing to the Business Office if he/she wants a credit balance to remain on the account.

Day Program: Day program student credit balances will be disbursed two times each month. Charges are entered on student accounts each semester within ten days after the drop/add period. Subsequently, payments received are entered on student accounts as funds are received from all sources - loans, grants, paid scholarships. Checks may be picked up in the Business Office up to the end of the semester. Checks not picked up by the end of the semester will be mailed to the latest priority billing address provided by the student.

(Due to the possible implementation of a new procedure, the current policy may change)

Note: Schedules concerning refund dates are sent to all students at the beginning of each semester. Students are asked to check their limestone.edu email addresses.

STUDENT DELINQUENT ACCOUNTS

Students who have any unpaid accounts at the end of each semester, including such items as library fines, parking fines, and dormitory damage assessments, may not attend class for the next semester. Transcripts are not issued unless all charges are paid in full. All tuition, fees, and fines must be paid in full before any student is permitted to graduate and receive a diploma.

The College assesses a collection fee of 50% on any account that is referred to a collection agency for collection. Such referrals reflect adversely on a person's credit report.

RETURNED CHECKS

Checks which are returned to the Business Office for any reason must be taken care of immediately. There is a service charge of \$25.00 for each returned check. Persons whose checks are returned a third time lose their check cashing privileges. In addition, payment by check will no longer be accepted.

CHECK CASHING SERVICE

During regular business hours and when funds are available, the Business Office Staff is authorized to cash checks up to \$100.00 with proper identification. Students are strongly encouraged to open a personal checking account with any one of the several local banks in Gaffney.

PERSONAL EXPENSES

An exact estimate cannot be made regarding the cost of books, supplies, laundry, travel, and personal expenses. It is estimated that such expenses average about \$3,000 per year.

The cost of medical or counseling services other than those provided by the College nurse or counselor must be paid by the student.

FINANCIAL AID AND SCHOLARSHIPS

GENERAL INFORMATION

Financial aid regulations are mandated by regulatory bodies and are subject to change. Students must abide by current regulations rather than by those in effect at the time of first matriculation or found in previous statements concerning financial aid policies. In regard to financial aid regulations, the statements and information from the financial aid officer and that office supersede all other sources and all other sections of the College catalog.

The scholarship and financial aid program is designed to recognize students of superior ability and to enable qualified students to attend Limestone College.

Parents and students are expected to contribute to the cost of attendance according to their means. However, realizing that college educational expenses are a major part of a family's budget, Limestone College provides an aid program of grants, loans, and work to assist students who without financial aid would be unable to attend.

LIMITATIONS

Limestone College Financial Aid is limited to the direct cost of tuition, required fees, and room and board. A satisfactory Grade Point Average and total cumulative hours are necessary for the continuation of financial aid. No institutional financial aid will be granted to cover the cost of lab fees (except Presidential Scholar), fines, private music lessons, and/or private room charges.

Limestone College scholarships, grants, Limestone College Employment Program, and athletic awards are funds restricted to students enrolled in the campus regular day program as full-time, degree-seeking students unless the donor establishing the scholarship or fund specifies other criteria for eligibility. Any student who drops below full-time status will lose eligibility of all Limestone College scholarships/grants. The only exception is if it is the student's last semester prior to graduating, at which time, all Limestone scholarships/grants will be reduced to reflect this status (i.e., 3/4 time students will receive 3/4 of Limestone College scholarships/grants).

Limestone offers a limited number of \$1500.00 scholarships to Extended Campus students. Students desiring to request this scholarship must write a letter to the Director of the Extended Campus stating why they should be awarded the scholarship. The Extended Campus scholarships are need based, and require a grade point average of 3.75.

APPLICATION FOR FINANCIAL AID

To receive state and federal financial aid, all students must complete a Free Application for Federal Student Aid form (FAFSA). To receive aid from South Carolina, the FAFSA must be filed by June 30. To receive a Palmetto Fellows Scholarship, South Carolina residents must earn a minimum score of 1200 on the SAT, have a minimum high school grade point average of 3.5 and to be in the top 5% of their high school

class at the end of either the sophomore or the junior year. To receive a South Carolina LIFE Scholarship, students must be residents of South Carolina and must meet two of the following three criteria: rank in the top 30% of their high school graduating class, have a SAT score of at least 1100 or equivalent ACT score, have a minimum high school GPA of 3.0. The South Carolina HOPE Scholarship is awarded to those students who have a minimum high school GPA of 3.0 but do not meet the requirements for the SC LIFE Scholarship. Students who receive the Palmetto Fellows Scholarship are not eligible to receive the SC LIFE or the SC HOPE Scholarship.

To be eligible for the South Carolina Tuition Grant, students must be a South Carolina resident for the 12 months prior to registration and meet the academic eligibility requirements. The eligibility requirements are that students must earn a minimum score of 900 on the SAT and be in the top 75% of their high school class. Application for this grant is automatically submitted when students complete the "FAFSA." However, this application must be processed **PRIOR to June 30**.

Financial need is calculated on an annual academic-year basis. Therefore, each student or prospective student who desires financial assistance must complete the application process for each year of attendance. Applications are available online at www.fafsa.ed.gov. All students should complete these forms after January 1 and before March 31 of each year. Most students applying for financial aid will need to complete the following form:

Free Application for Federal Student Aid: This form is used as an application for all federal assistance including Federal Pell Grants, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, SMART-Grant, Teach Grant, Federal Loans, Federal Work Study, and South Carolina State Tuition Grant.

Applicants are strongly urged to check with local service clubs, churches or employers about scholarships they might offer. These types of scholarships often go unused. Students should regularly check their high school's Guidance Office, bulletin boards, and newspapers for scholarship announcements.

DEADLINES

All required forms should be completed and mailed as soon as possible since most aid is awarded on a first-come, first-served basis for qualified applicants. Most financial aid funds are limited and full financial assistance is not always possible. The priority deadline for the completed financial aid file (containing results of all applications) in the Student Financial Aid Office is March 31, prior to the academic year of attendance. Applications received after this date will be processed according to date of receipt and available funds.

FINANCIAL AID AND SCHOLARSHIPS

AID AWARDS

Offers of financial assistance are extended only to those persons who are accepted for enrollment as degree seeking students for the academic year. The types and amounts of aid are determined by the Director of Student Financial Aid on the basis of a variety of criteria, including demonstrated financial need. Students have the right to accept, refuse, or request revision of any part of their financial aid package.

Financial aid is awarded to qualified applicants without regard to race, religion, sex, national origin, or handicap.

RENEWAL AND SATISFACTORY PROGRESS

To make satisfactory progress toward a degree and to remain in good academic standing, a student must meet two criteria:

1. Pass 67% of the courses attempted each semester. The chart below gives examples of completion requirements for attempted hours.

<i>Hours Attempted</i>	<i>Requirement</i>
3	Three hours
6	Five hours
9	Seven hours
12	Eight hours
15	Ten hours

2. Achieve the minimum cumulative grade point average indicated below for the number of hours earned.

<i>Class Standing</i>	<i>Credit Hours</i>	<i>Minimum Cumulative GPA</i>
Freshman	0-29	1.3
Sophomore	30-59	1.6
Junior	60-89	1.8
Senior	90-123	2.0

Students who fail to meet these requirements will be placed on Academic Probation and granted one semester to regain eligibility. Students will retain their eligibility for federal aid during this probationary period. A student will not be allowed to maintain Title IV eligibility beyond 185 attempted credit hours (150% of Limestone College's graduation requirements).

After being placed on probation, a student must complete four regular academic courses (12 semester hours) within one semester and achieve the appropriate Grade Point Average as stated above. Probation is automatically removed when the student achieves the appropriate Grade Point Average. If the student fails to achieve the appropriate Grade Point Average, the student will be suspended from the College.

Students who fail to achieve the minimum academic standards of the College will lose eligibility for Federal Aid. The Federal Title IV aid affected includes:

Federal Pell Grant
 Federal Work-Study
 Federal Supplemental Educational Opportunity Grants
 Academic Competitiveness Grant
 SMART Grant
 Federal Perkins Loans
 Federal Stafford Loans, subsidized and unsubsidized
 Federal PLUS Loans

A student who is suspended from the College and who loses Federal Aid will, however, be afforded the opportunity to appeal if there are mitigating circumstances. To appeal a suspension and loss of Federal Aid, the student must write to The Appeals Committee. The letter should be a very well written, typed, business letter. If the student is not familiar with writing a business letter, he/she is advised to seek assistance. In the body of the letter, the student should explain why his/her Grade Point Average has fallen below the minimums, what he/she will do to ensure that the Grade Point Average will improve to meet the minimum standards, and request to be reinstated to the academic program and to receive Federal Title IV aid. A student must also complete an "Appeal of Financial Aid Consequence of Unsatisfactory Progress" and return it to the Director of Financial Aid.

The decisions of The Appeals Committee are guided by the Federal Government mandate which states that a student who is not meeting minimum academic standards is not eligible to receive Title IV aid. The Appeals Committee will make one of three decisions. The three decisions are:

1. Denial - The student's suspension is upheld. When this decision is rendered, the student may reapply to The Appeals Committee after sitting out for one semester. After one semester, should the Committee's decision be to readmit the student, the student may or may not receive Title IV aid.
2. Readmit without Title IV aid.
3. Readmit with Title IV aid. To be readmitted with Title IV aid, the reason the student failed to meet minimum academic standards must involve an extenuating circumstance such as a death in the family, personal illness, auto accident resulting in personal injury to the student, or severe financial problems within the family which have caused undue stress on the student.

If the student is permitted to return to the College with or without Title IV aid, the student remains on probation and has only one semester to meet minimum academic standards.

Credit hours will be awarded when the student first completes the course with a passing grade. If a student repeats a course, the Grade Point Average will be calculated on the higher grade, and only one of the two or more attempts will be calculated in the Grade Point Average.

FINANCIAL AID AND SCHOLARSHIPS

In determining the Grade Point Average the mark of "I" (Incomplete) will not be considered. The grade of "I" must be removed by the end of the following grading period. Failure to complete required work by that time will result in a grade of "F."

A day student who wishes to drop a class may obtain a Course Withdrawal Form from the Registrar's office and take it to the instructor and the advisor for approval. When a student withdraws from a course during the first week of classes (drop/add week), no grade will be assigned. During the second week of classes through the end of the semester, the grade of "Withdraw Passing" (WP) or "Withdraw Failing" (WF) will be assigned.

Failure to file a withdrawal form with the Registrar and/or failure to complete a course will result in a grade of "F". Students forced by illness or other hardships to drop a class after the deadline may petition for a grade of "W" from the Vice President for Academic Affairs. The grade of "W" carries no financial burden on behalf of the student.

In the Extended Campus Classroom Program, students must contact the Extended Campus Program Office in Gaffney to withdraw from a class. A Course Change Form will be completed by a staff member and given to the Enrollment Coordinator for the Extended Campus term from which the student is withdrawing. When a student withdraws from a course during the first or second class (drop/add period), no grade will be assigned. Also, the student will not be financially responsible for the class and will not be charged for the class. During the third through twelfth class sessions, a grade of "WP" or "WF" will be assigned. The student is financially responsible for the class and will be charged for the class.

In the Extended Campus Internet Program, an initial email is required from each student to the professor by the end of the Drop/Add period. At that time the professor will notify the Extended Campus Office of students who have failed to send the required initial email, and the Extended Campus office will drop the student.

The grades of "W" and "WP" will have no effect on the student's Grade Point Average. The grade of "WF" will have the same effect as the grade of "F".

TYPES OF FINANCIAL ASSISTANCE

Federal Financial Aid

Federal financial aid includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, SMART Grant, Federal Perkins Loan, Federal Stafford Loans, Federal Parent PLUS Loan, and Federal College Work Study Program.

Grants (Federal)

Federal Pell Grant is awarded to undergraduate students who are enrolled in an eligible program, have not received a bachelor's degree, and who demonstrate financial need. The amount of the grant is determined by the Federal Pell Grant Program based on the applicant's family's financial circumstances.

Federal Supplemental Educational Opportunity Grant is awarded by the Director of Student Financial Aid to students demonstrating financial need. Students showing exceptional need will be given first consideration for these grants as long as funds are available.

Academic Competitiveness Grant is awarded to students in their first and second year in an undergraduate program. Students must be Pell eligible and have completed a rigorous high school academic program to receive the grant as a freshman. To continue receiving the grant as sophomores, students must be Pell eligible and achieve a 3.0 cumulative GPA.

SMART Grant is awarded to Junior and senior level undergraduates who are majoring in a federally approved math or science program and maintain a 3.0 cumulative GPA. Students must be Pell recipients.

Grants (South Carolina)

Cherokee County Grant is for students who graduate from a Cherokee County high school or who have been a resident of Cherokee County for at least one year at the time of their first enrollment at Limestone College in the Day Program.

South Carolina Tuition Grant is awarded to academically eligible South Carolina residents attending Limestone College on a full-time basis during the regular academic year. The amount of the South Carolina Tuition Grant is determined by the South Carolina Tuition Grant Commission based on the applicant's family's financial circumstances. For extended campus students only: If you are determined to be tentatively eligible for the South Carolina Tuition Grant by the Tuition Grants Commission, you **MUST** enroll in Classroom Session 8, or two classes in Internet Term 5, or one class in Term 5 and either Session 8 or Session 9.

Legislative Incentives for Future Excellence (LIFE) Scholarship is funded by the state and awarded to academically eligible South Carolina residents. **Students must meet 2 of the 3 following criteria:** **1)** Cumulative GPA of 3.0 on a 4.0 scale; **2)** at least 1100 on the Scholastic Assessment Test (SAT) or 24 on the American College Test (ACT); **3)** Top 30% of their high school graduating class. Test scores will be accepted through the June national test administration of the SAT and ACT during the year of high school graduation. Eligibility requirements for sophomores, juniors, and seniors include a cumulative GPA of 3.0 and having earned 30 semester credit hours during each previous year of college enrollment.

South Carolina HOPE Scholarship is awarded to those students who have a minimum high school GPA of 3.0 but do not meet the requirements for SC Life Scholarship.

Palmetto Scholarships are awarded to SC students who score 1200 on SAT or 27 on ACT, a 3.5 GPA on the SC uniform grading scale and be in the top 6% of their high school graduating class.

FINANCIAL AID AND SCHOLARSHIPS

Multiple Scholarships

Students who are eligible for multiple academic, divisional, athletic, and/or special scholarships may receive awards totaling up to a maximum of full tuition and room and board. This maximum includes all federal and state grants.

Loans

To receive loans, a student must enroll in and receive a grade for a minimum of six credit hours per semester (typically two courses).

Students are encouraged to borrow from only one loan program lender throughout their post-secondary enrollment.

Federal Perkins Loan is awarded to those students demonstrating need. Repayment and interest are deferred until the borrower leaves college (withdraws, graduates, or becomes less than a half-time student). Available funds are very limited in this program.

Federal Family Educational Loan Program is a group of loans designed to help students and their families meet college costs. These loans are available to students and their parents. The following loans are included in this program:

Federal Stafford Loans are student loans with repayment deferred until the student leaves college or drops below half time status. The interest rate is fixed at 6%.

Federal Plus Loans are loans available to parents of dependent students. Applications for all of the above loans are available from the lending agencies or from the Student Financial Aid Office. Repayment and deferment guidelines are included in the Entrance Loan Counseling.

Entrance Loan Counseling is required of each student who borrows Federal Stafford Loans. Counseling must be completed before loans are disbursed. Students may access the counseling session at www.mapping-your-future-org.

Students enrolling who do not complete 60% of the semester will have their financial aid prorated for refund according to the Federal Government Return of Title IV Funds Policy.

South Carolina Teacher Loans are available to students who are pursuing a teaching career. It is the responsibility of the students to determine whether they have met all the requirements for this loan (i.e. grade point average, state test scores, and class rank). Students who apply for the South Carolina Teacher Loans should have participated in the Teacher Cadet Program in high school.

Work-Study Programs

Work-Study allows the students to meet a portion of their financial need by working at assigned tasks supervised by faculty, staff, or administrative personnel. Students will be paid each pay period for hours worked and approved by their supervisor. Time sheets must be turned in on time. Late time sheets will be audited for payment in the next payment period.

The Federal College Work-Study Program is for students demonstrating financial need. Students must perform work to earn this aid.

The Limestone College Employment Program is for students with financial need and/or special skills useful to Limestone College. Students must perform work to earn this aid.

Information on financial aid is available by calling 1-800-795-7151, extension 6, during normal College office hours or by writing to the Student Financial Aid Office, Limestone College, 1115 College Drive, Gaffney, South Carolina 29340.

The following additional information is available upon request from the Student Financial Aid Office: descriptions of and eligibility criteria for all financial aid programs at Limestone College; procedures and forms for applying for such aid; criteria for continued eligibility; criteria for determining good standing and maintaining satisfactory progress; means and frequency of payment of awards; terms of loans including refund policy; general conditions and terms of student employment; and cost of attending the institution, including direct and indirect costs.

REFUND POLICY

Students withdrawing from school within the refund period will have institutional and state aid refunded according to the general refund policy of the College (See Page 24). This refund period is up to 42 days after classes begin. Federal assistance will be refunded as outlined in the Federal guidelines of each program. This refund period is up to 60% of the semester (about 10-11 weeks after classes begin). The financial aid office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of a semester.

Free Application for Federal Student Aid and South Carolina State Tuition Grant, as well as individual student financial aid information can be accessed on line at <www.limestone.edu>.

DAY PROGRAM SCHOLARSHIPS

Each year, the College awards four types of Limestone scholarships based on academic merit: Presidential Scholarship, Academic Dean's Scholarships, Honors Program Scholarships, and Founders Scholarships.

A Presidential Scholarship is offered to the most academically gifted freshman student who has a SAT score in excess of 1300 and a minimum cumulative grade point average of 3.5. This scholarship covers full tuition, room, and board less any federal or state grants up to four years, provided satisfactory academic progress continues with a cumulative grade point average of 3.5 or above.

The Scholarship Committee establishes the qualifying criteria for each type of scholarship. The scholarships are to be renewed annually, providing the recipient meets the standards for renewal established by the Scholarship Committee. Academic Dean's Scholarships require a minimum of 3.0 cumulative GPA and Founders Scholarships a minimum of 2.75 cumulative GPA. Honors scholarships are renewed by the chairman of the Honors Program.

FINANCIAL AID AND SCHOLARSHIPS

An upperclassman academic scholarship, based on cumulative grade point average, is offered to returning sophomores, juniors and seniors who are not receiving another academic scholarship. This scholarship is based solely on academic merit (3.0 minimum) and is awarded on a yearly basis. Students must submit a written request to the Director of Financial Aid to be considered for these scholarships.

Limestone Pooled Scholarships

The scholarships are financed by contributions to the Annual Academic Scholarship Fund and the earnings of the endowed funds listed below. Income from the following scholarship funds is pooled to support scholarships at Limestone College.

The Black Alumni Scholarship Fund
The Jack and Sarah Gresham Blanton Endowment Fund
The Lillian Wolfe Bobo Scholarship Fund
The Ryan and Myra Whelchel Bolt Scholarship Fund
The Walter W. Brown Scholarship Fund
The Jimmy Caggiano Memorial Scholarship Fund
The Georgiana Camp Foundation Fund
The Louise Phifer and Wofford B. Camp Scholarship Fund
The Cargill-Strickland Scholarship Fund
The Richard W. and Margaret Thomson Carr Scholarship Fund
The Carter-Campbell Scholarship Fund
The J. J. and Mamie Ray Creech Scholarship Fund
The Thomas and William Curtis Scholarship Fund
The Sadie Gray DeShields Scholarship Fund
The Ethel Chambers Dukes Scholarship Fund
The Mabel Finch Brock Duncan Endowment Funds
The Floride Durham Scholarship Fund
The A. J. and Winnie Wingo Eastwood Scholarship Fund
The Sam Floyd Memorial Scholarship Fund
The Sue Hamrick Frye Scholarship Fund
The Fullerton Foundation Scholarship Fund
The Gaffney Manufacturing Company Scholarship Fund
The Michael Gaffney Memorial Scholarship Fund
The Granberry Memorial Scholarship Fund
The Sara Hammett Memorial Scholarship Fund of the Buford Street United Methodist Church
The Mary Elizabeth Hartzog Hamrick Endowment Fund
The Hamrick Mills Foundation Scholarship
The Lula Hicks Scholarship Fund
The Laird-McCallum Scholarship Fund
The Cameron Littlejohn Endowment Fund
The Claude Littlejohn Scholarship Fund
The Mrs. Edward Long Scholarship
The JoAnne Manners Endowment Fund
The Nannie Rigsbee Mills Scholarship Fund

The Jessie and Lydia Paschal Memorial Endowment Fund
 The Fred N. and Lota Griffith Payne Endowment Fund
 The J. Roy Pennell, Jr. Scholarship Fund
 The Calvin H. Phippkins, Jr. Citizenship and Community Service Award Scholarship Fund
 The Marie Turner Pridmore Scholarship Fund
 The Vernon L. and Sadie H. Sanders Endowment Fund
 The N. E. and M. E. Sims Scholarship
 The Mark Smith Memorial Scholarship Fund
 The Paul M. Smith Memorial Scholarship Fund
 The Robert L. and Corrine R. Smith Scholarship Fund
 The Ed Sossamon Memorial Scholarship Fund
 The Evelyn Sparks Sutton Endowment Fund
 The Eunice Ford Stackhouse Scholarship Fund
 The Stouffer's Scholarship
 The Margaret Hamrick Stroble Scholarship Fund
 The Julius C. and Laura M. Taylor Endowment Fund
 The Elizabeth Temple Scholarship Fund
 The Mary Wilks Thomas Scholarship
 The William Wilks Thomas Scholarship
 The Joy Pace Thompson Memorial Scholarship Fund
 The Roy W. and Kate Creech Wingo Endowment Fund

Limestone Fine Arts Scholarships

Limestone College awards a number of Fine Arts Scholarships each year to students majoring in art, music, or theatre.

Fine arts faculty members recommend these scholarships in open competition to entering freshmen who possess special creative talent in art, theatre, and music. They are to be renewed annually provided the recipient is making satisfactory progress toward graduation as defined in the College Catalog.

The fine arts scholarships are financed by contributions to the Annual Fine Arts Scholarship Fund. Income from the following scholarship funds is pooled to support these scholarships.

The Carrie Anderson Arnold Scholarship Fund
 The Alvin Cain Scholarship Fund
 The Martha Anne Cline Endowment Fund
 The Birdsell and Helen Chessemann Corless Endowment Fund
 The Wade Hill and Beatrice Sarratt Humphries Scholarship Fund
 The Leonard-Fairey Scholarship Fund
 The Inez Spears Littlejohn Scholarship Fund
 The Mary Fultz Moore Piano Scholarship Fund
 The Dorothy Richey Memorial Scholarship Fund
 The Martha Boyd Robbins Music Scholarship Fund
 The Mary Hempleman Simpson Scholarship Fund

FINANCIAL AID AND SCHOLARSHIPS

Limestone Leadership Scholarships

The College awards several Limestone Leadership Scholarships to students who demonstrate exceptional potential for collegiate leadership. The scholarships are awarded competitively to entering freshmen and are renewable provided the student maintains eligibility. Students that are interested may contact the Vice President for Enrollment Services.

Athletic Grants

Athletic Grants are awarded to students who have demonstrated proficiency in the intercollegiate sports offered at the College. These grants are recommended by the Athletic Department and the amounts may vary, depending on the level of proficiency.

Transfer Scholarships

Limestone College awards a limited number of Transfer Scholarships each year to students transferring from regionally accredited institutions. Scholarship recipients must have a Grade Point Average of 3.0 or higher.

Special Scholarships

Army Reserve Officer's Training Corps (ROTC) Scholarship – Offered by the Army, this scholarship offers a full tuition and fees scholarship to qualified students who have a 2.5 GPA or better. A student must pass the Army physical fitness test each semester, be a U.S. citizen between the ages of 18-31 and be medically qualified. Each additional year, the student must maintain at least a 2.0 GPA. The scholarship also offers \$600 for books and a monthly stipend up to \$500.00. Limestone College will waive room and board charges for students who meet all the criteria for the ROTC Scholarship.

The Gordan Milton Adams Academic Scholarship Fund - This fund was established in July 2007 in memory of Gordon Milton Adams, Class of 1984, by his parents, Margaret Bickel Adams and Horace Milton Adams. This scholarship provides assistance to deserving, financially disadvantaged students wanting to improve their lives through higher education.

The Ouida Cox Bailey Scholarship - In 1955, Mr. P. S. Bailey started the Ouida Cox Bailey Scholarship fund to honor his wife, a former Limestone College student. The scholarship is awarded competitively to a freshman majoring in science and/or mathematics and may be renewed.

The Vivian Elledge Ball Scholarship - This fund was established in 1998 for English majors. It may be awarded to a freshman, a transfer student or an upperclassman who maintained a high school grade point average of 3.0 or better and must have declared a major in the humanities. The final determination of the recipient is based on financial need.

The Dolly Nunnery Boney Scholarship - This fund was established in 1980 by Virginia B. Mathis in honor of her mother, Dolly Nunnery Boney, an alumna of Limestone. A scholarship is awarded annually to a rising senior majoring in English or one of the humanities. The recipient is selected by the Humanities faculty.

The Jean Scott Byars Scholarship - Limestone alumna Jean Scott Byars, Class of 1952, and members of her family started this scholarship which was available for the

first time in 2003. Sophomores, juniors, and seniors majoring in art or education are eligible to apply if they had a grade point average of 3.30 or better in high school.

The Buice/Bowers Realty Scholarship - This fund was established by Buice/Bowers Realty for majors in business administration. The award is made to a South Carolina freshman each year.

The Louise Phifer Camp Americanism Scholarship - This scholarship was established by Senator Strom Thurmond, as advisor to the John P. Gaty Charitable Trust, in 1976 for worthy students with financial need, who are strong advocates of the private, free enterprise, competitive system of government. It is awarded annually based on a competitive paper, submitted to the College, dealing with the advantages of the American free enterprise system.

The Robert S. Campbell Merit Scholarship - This scholarship is awarded to an entering freshman who reflects high composite standardized test scores (minimum of 1100 SAT) and a strong academic achievement of 3.25 or higher in all high school academic subjects. The scholarship may be renewed each year for four years provided the recipient maintains a 3.25 GPA and is in good standing.

The Hugh A. Cathey Scholarship - Hugh Cathey, who was a Life Trustee of Limestone College, established this fund in 1989. Scholarships are awarded annually to rising juniors or seniors with a 3.00 grade point average or better with a major in chemistry.

The Christian Education and Leadership Scholarship - Scholarship assistance is available to students enrolled in the Christian Education & Leadership Program at Limestone College. Students may receive scholarship support of up to \$2,000 in the freshman year if they have a 2.75 cumulative grade point average in high school and meet other qualifications. Students must submit a formal application, with appropriate letters of recommendation. The scholarships, renewable each year, were started as a result of a \$1,000,000 gift to Limestone College from Robert A. Dobson, III and his wife, Beth.

The Albert B. Cline Scholarship - This scholarship is to be awarded to entering freshmen from Cherokee County who graduate in the top third of their high school class and have a high SAT score.

The George and Vee Cocoros Scholarship - Established in 1994 by George Cocoros, who was serving as a Trustee of Limestone College, the scholarship is awarded annually to outstanding students.

The Sara Robbs Copeland Memorial Art Scholarship (2 Awards) - These endowed funds, established on the date of their 50th and 51st wedding anniversaries by Charles A. Copeland in memory of his wife, Sara Robbs Copeland, are available to female residents of Cherokee County, South Carolina, who have maintained an overall grade point average of 3.30 or better in high school, declared a major in art at Limestone College, and have demonstrated an ability in art and qualities of good leadership, citizenship, and character.

The Sara Robbs Copeland Memorial Science Scholarship (3 Awards) - These funds were established in June 1998, 2000, and 2002 by Charles A. Copeland in memory of

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his wife, Sara Robbs Copeland. Mrs. Copeland graduated with a major in chemistry in January 1946. The scholarships are available to female residents of Cherokee County, who have declared a major in natural sciences and who have an overall grade point average of 3.30 or better in high school.

The Lydia Louise Cox Endowed Scholarship Fund - This fund, established in August 2007 by Emily Bailey, niece of Miss Cox, was created to provide financial aid to a student enrolled in the Program for Alternative Learning Styles (PALS). The scholarship is awarded to a student who exemplifies merit and financial need as discerned by staff members.

The Barbara R. Cunning Memorial Scholarship - This fund was established in 2002 by Dr. Charles J. Cunning and his sons in memory of Barbara R. Cunning. The scholarship is available to students based on need. The recipient must be making satisfactory academic progress, including earning appropriate credits toward graduation. If more than one qualified candidate meets the criteria, preference will be given to that student majoring in a medically related discipline.

The Laura Kathleen Dobson Scholarship - This fund was created in 1993 by Robert A. Dobson III as a permanent memorial to his daughter, Laura Kathleen Dobson. Scholarships are awarded annually to a female student working toward a degree in education.

The Ruth Moss Easterling Endowed Scholarship – The Blumenthal Foundation created this scholarship to honor Ruth Moss Easterling, a 1932 graduate of Limestone College. The scholarship is available to female students from the South who have an interest in political science and public service. The recipient must maintain a 3.0 GPA and demonstrate leadership skills.

The Faye Carter Edwards '51 and G. Preston Edwards Endowed Scholarship This scholarship fund was initiated in November 2005 by Faye Carter Edwards, a 1951 alumna, and her husband Dr. G. Preston Edwards. The scholarship will be awarded to a sophomore, junior or senior full-time, traditional day student with financial need. Preference will be given to females. The recipient shall be strongly committed to the concept of education as a public good rather than a private benefit.

The S. B. Ezell Scholarship Fund - By a bequest in 1941, Mr. S. B. Ezell, established four scholarships which cover the cost of tuition at Limestone College for female descendants of his parents, John S. and M. Mahala Ezell.

The Charles Albert Farriss Memorial Scholarship Fund - Mr. and Mrs. Oscar Fuller started this fund in 1985 as a memorial to Mr. Farriss who was a second year student at Limestone at the time of his death in 1984. The scholarship is available to freshmen as well as upper class students who meet the established criteria: a resident of Cherokee County; a dedicated Christian; a grade point average of 3.00 or better; and financial need.

The Pearl Anderson Gore Endowed Scholarship Fund - Limestone alumna Jeanne Gore Fowler, Class of 1957, created this scholarship as a memorial for her mother, Pearl Anderson Gore. This award is made to a South Carolina female on the basis of financial need and academic merit.

The Penni Oncken Griffin Social Work Scholarship – Established in 2005 by Limestone College President, Dr. Walt Griffin, in honor of his wife, Penni, who served as Director of the Social Work Program at Limestone. The scholarship is available to sophomores, juniors, and seniors with a minimum cumulative GPA of 2.5 and who have been accepted into the social work program. Selection is based on need and academic merit. The scholarship may be renewed annually if a cumulative GPA of 2.5 is maintained and the student is involved with Social Work Department activities. The recipient will be selected by the Chair of the Social Work Department. Both Day and Extended Campus students are eligible.

The Jean Humphries Guthrie Scholarship - This scholarship was established in 2001 by Jack Guthrie in honor of his wife, an alumna of Limestone College, Class of 1943. The endowment supports scholarships for mathematics majors from South Carolina or the Piedmont area of North Carolina.

The Ramona Westbury Hale Scholarship - This endowed scholarship was established in 1997 by Ramona Westbury Hale, Limestone College graduate, Class of 1941. Scholarships are awarded annually to students who have decided to pursue a college major in English at Limestone. A minimum grade point average of 3.00 in high school and an interest in and love for literature are required of recipients.

The Oliver D. Hamrick Scholarship Fund - Created in 1986 by Edna Hipps Hamrick and Hamrick Corporation as a memorial to Oliver D. Hamrick, the founder of Hamrick's. Scholarships are available on the basis of financial need and academic merit and may be renewed annually provided the recipients maintain at least a "C" average and make satisfactory progress toward graduation.

The Drada Pate Hoover Endowed Scholarship - Established in 2002 by Drada Pate Hoover, an alumna and a Trustee of Limestone College, this fund provides for four Hoover Scholars annually. The scholarships are available to students who are in the top 10% of their graduating class, who have scored 1200 or above on the SAT, and who have a 3.5 grade point average. Recipients must maintain full-time student status with a minimum 3.25 grade point average to retain the scholarship.

The Kate Settle and Sam Hughes Scholarship Fund - Mrs. Hughes, a Limestone graduate of the Class of 1934, and her husband established this fund in 1984 to recognize students for outstanding academic achievement.

The Louise Pettit Jones '37 Endowed Scholarship – The scholarship was established in 2004 through a charitable bequest by Louise Pettit Jones, a 1937 alumna. The scholarship is available to Limestone juniors or seniors who are South Carolina residents, preferably from Cherokee County, majoring in music, and maintaining a GPA of 3.0 or better, with demonstrated financial need. Eligible students must have good moral character and be active in church. The scholarship is renewable annually if all criteria are met.

The Elizabeth Jones Jordan Endowed Scholarship - The A. Foster Jordan Family established this fund in 2005 in memory of Mrs. Elizabeth Jones Jordan, graduate of Limestone College in 1926. It is available to an incoming female freshman from Union

FINANCIAL AID AND SCHOLARSHIPS

County, South Carolina, with a cumulative grade point average of 3.0 or higher with financial need. Recipient must also be a graduate of a high school in Union County, South Carolina.

The Emil Leskanic Baseball Scholarship Fund - This scholarship fund was established in 1998 by Jesse Leskanic in honor of his father, Emil Leskanic. The scholarship will be awarded to student athletes who excel in the game of baseball, are good citizens, and are successful in their academic studies.

The Ruth Wolfe Linville Scholarship - A scholarship established in 2001, after the death of Ruth Wolfe Linville '29, that provides scholarship aid to students majoring in History or in one of the social sciences at Limestone College. In addition to the major, consideration will be given to the applicant's financial need and academic record in high school.

The Margaret Poole Littlejohn Scholarship Fund - This fund was established in 1974 by Broadus R. Littlejohn, Jr., in honor of his wife, an alumna of the class of 1950. The fund supports a scholarship for a music major.

The Stuart Jacob Long Memorial Scholarship Fund - The fund was initiated in 1989 by Kenneth E. Long, a 1970 alumnus and Margaret McAlister Vernon, a 1969 alumna as a memorial to Stuart Jacob (Jake) Long at the time of his death in 1989.

The Claude V. Marchbanks Endowed Scholarship-The endowed fund was established in 1989 by 1979 alumnus and former trustee Dr. Claude V. Marchbanks. The fund shall provide assistance to a student with financial need.

The Frances Tobiola Martin Memorial Scholarship - This fund was created in 1995 to provide scholarships for students entering Limestone College as freshmen with demonstrated financial need. Mrs. Martin graduated from Limestone in 1933.

The Sarah C. McCall Scholarship - Funded by a charitable bequest from Earnest H. McCall, this scholarship was established in 2001 and is available to students who are majoring in education. Recipients must meet all teacher education requirements.

The Trent E. McSwain Endowed Scholarship – Mrs. Sylvia Jean McSwain initiated this fund in June 2006 in honor of her son, Trent, a graduate of the Class of 2006. The scholarship is available to a deserving student majoring in music and making satisfactory academic progress. Eligible recipients may be of any class standing. The scholarship will be awarded based on recommendations from the Chair and faculty of the music department.

The Ethel H. Merritt Scholarship - This scholarship was established in October 2000 by Ethel Howard Merritt, '29 and was funded through a charitable bequest. The primary criteria for awarding the scholarship is financial need of the applicant.

The Cecilia Meetze Moore - Dorothy Dicks Oliver Scholarship - This scholarship was established by William J. Moore '57 and his wife, Louise Oliver Moore '61, in honor of their mothers. The award will be made to an incoming freshman from Cherokee

County enrolled in the Christian Education & Leadership Program who must meet the continuing requirements established by the program in 2000. As long as the student remains in good standing in the Christian Education & Leadership Program, the student will receive the scholarship through graduation. If a student from Cherokee County is not available, a student from South Carolina is to be awarded the scholarship and receive all the benefits previously described.

The Mintz-Sanders Scholarship - Established in 2001 by James R. Sanders, Jr., to honor his mother (Jane Mintz Sanders '43), his aunt (Betty Mintz '41), and his grandmother (Virgie Wilson Mintz), this scholarship is available to Limestone students planning a career in teaching. First preference is to Cherokee County residents with financial need. A high school GPA of 3.00 is required. This scholarship may be continued through graduation if the student meets all requirements for education majors.

The Virginia Norton Music Scholarship - This fund was established in 1983 by Martha Virginia Norton Caldwell, a 1965 alumna, in honor of her mother, Virginia Norton. It is awarded annually to a rising junior or senior majoring in voice or piano.

The Bright Gresham Parker Music Scholarship Fund - This scholarship fund was initiated in May, 1990 by Bright G. Parker and E. Raymond Parker. This scholarship shall be for students, preferably from Cherokee County, who are majors in church music and/or piano, but may be used for other music areas if there is a great need.

The Perry-Bryan Family Leadership and Service Business Endowed Scholarship - Established in the summer of 2005, the Perry-Bryan Family Business Scholarship was established by Mrs. Ida Belle Perry in memory of her late husband, Joseph Jarrel Perry, Jr., and in honor of her grandson, Wheeler Bryan, Jr. (Class of 2003). The scholarship is available to rising juniors or seniors, majoring in accounting, economics, general business, management, or marketing who must maintain a cumulative grade point average of 3.0, provide two letters of recommendation, and submit an essay outlining their scholastic and leadership goals.

The Katherine Pfohl Music Scholarship - First awarded in 1984, this scholarship is designated for a student majoring in voice or choral music education, and was established by Elizabeth Smith Acree, a graduate of the class of 1942. The scholarship honors Miss Katherine Pfohl, a 1935 graduate of Limestone who was a member of the music faculty for fifteen years.

The James White Rector and Emmie Evans Rector Scholarship - This scholarship fund was initiated in December, 1994 by Emmie Evans Rector, Professor Emerita of Physical Education and Education at Limestone College. The scholarship will be awarded to an upperclassman majoring in physical education, with a grade point average of 3.5 or above.

The Iva and Perry Reece Endowed Scholarship - Established in 2005 by Sherman L. Reece in honor of his parents, Iva and Perry Reece, this fund provides scholarship assistance to a long term resident of Cherokee County, South Carolina and graduate of a Cherokee County, South Carolina high school.

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The Thomas Henry Robelot '37 Endowed Scholarship – Mrs. Thomas H. (Dorothy) Robelot and her children established this fund in memory of her husband and their father in 2001. The scholarship is available to male students enrolled at Limestone College who reside in the Upstate region of South Carolina with financial need.

The Gaffney Rotary Student Scholarship Fund - This fund awards four-\$1000.00 scholarships each year, one in each student class (freshman, sophomore, junior, and senior). These are renewable to students residing in Cherokee County as long as they are funded. Freshman students must have maintained a "B" or higher average in high school. Upperclassmen must have a Grade Point Average of 2.75 or higher.

The Nani Lou (Self) Cooper Academic Scholarship - This endowed scholarship was established on August 17, 1999 by Betsy and Robert S. "Bob" Campbell honoring Nani Lou (Self) Cooper in recognition of her 32 plus years as an employee of Limestone College. The scholarship is available to students majoring in Elementary Education. The student must have maintained an overall grade point average of 3.0 or better in high school, must be enrolled in the Day Program at Limestone, and must have demonstrated qualities of good leadership, citizenship, character, and a genuine interest in her/his chosen field.

The Frank and Mary Sheldon Memorial Mathematics Scholarship - This scholarship is to be awarded to mathematics majors. The ideal candidate will have earned at least a 3.0 GPA in high school and must maintain a 2.75 GPA or higher at Limestone College.

The Thompson Memorial Scholarship – This fund was established in March 2006 in memory of Bo Thompson. The scholarship was established by his wife, Tisha Thompson, to honor his philosophy of sharing blessings with those in need. The annual award will be provided to a qualifying freshman, sophomore, junior, or senior enrolling or enrolled in the Program for Alternative Learning Styles, with a GPA between 2.0 and 3.0 and financial need. Students from Cherokee County, South Carolina should be given first preference.

The Barbara Gladden Vogel Scholarship - This fund was established in 2001 by Barbara Gladden Vogel, a 1951 graduate of Limestone College. The endowment supports scholarships for students majoring in Social Work.

The M. C. Wicht, Sr. Scholarship Fund - This fund was established in 1989 by Dr. M. C. Wicht, Jr. in honor of Dr. M. C. Wicht, Sr., deceased, Professor Emeritus of Mathematics at North Georgia College. This scholarship shall be presented to a student majoring in one of the sciences, with first priority being to biology majors.

The John Harold Wolfe Memorial Scholarship - Ruth Wolfe Linville, Class of 1929, established this fund in 1985 as a memorial to her brother, Dr. John Harold Wolfe, who served as Professor of History at Limestone from 1943 to 1946. Criteria for the scholarship include class rank, grade point average, and SAT or comparable test scores.

South Carolina National Guard College Assistance Program (CAP)

For active duty South Carolina National Guard members, this grant covers up to \$4500 per year for tuition, fees, books and expenses incurred during enrollment in a degree-seeking program at Limestone College. Recipients must be in good standing with the National Guard and maintain satisfactory academic progress at Limestone College. Recipients must be U.S. citizens or eligible non-citizens. A CAP application must be completed by the student and certified by the National Guard before payment is made. Inquiries regarding academic scholarships should be made to the Director of Student Financial Aid.

Institutional scholarship assistance may be available to Limestone students for a period not to exceed ten (10) semesters. Under extenuating circumstances, a student may petition the Vice President for Academic Affairs for an extension of scholarship assistance which in no case may exceed an additional two (2) semesters.

EXTENDED CAMPUS PROGRAM SCHOLARSHIPS

These scholarships are for the Extended Campus students and are based on merit and financial need. Guidelines for the Extended Campus Scholarship Program Scholarships are as follows:

1. Twenty-seven \$1500 scholarships will be awarded to the Extended Campus students divided by areas based on enrollment:
 - a. Upstate – Gaffney, Greenville, Spartanburg
 - b. Columbia
 - c. Charleston
 - d. Lowcountry – Florence, Kingstree, North Augusta, Yemassee
 - e. Internet
2. A student may receive this scholarship only once each year.
3. To be eligible for this scholarship a student must:
 - a. Submit a letter or email to the Director of the Extended Campus by July 1st showing merit and financial need. The mailing address is Director Extended Campus, Limestone College, 1115 College Drive, Gaffney, SC 29340. Email is chorton@limestone.edu.
 - b. Have successfully accumulated a total of 60 semester hours with at least 12 semester hours at Limestone College.
 - c. Have a GPA of 3.75 or above.
4. The scholarship will be given to students enrolled full-time (12 semester hours) each semester. A credit of \$750 will be applied to the fall semester and the spring semester of the student’s account after 6 semester hours have been completed in each semester (usually in September and February).

STUDENT LIFE

STUDENT SERVICES

The Office of Student Services oversees areas which affect student life on the campus. These areas include residence life, student activities, career services, counseling, health services, campus chaplain, campus organizations, and student conduct.

CONDUCT

Limestone College has the right and responsibility to define and to enforce acceptable standards of student conduct. These behaviors are described in the Student Conduct Code and are published in the student handbook (*The Gaslight*). Violations of the Student Conduct Code are handled by the Office of Student Services in accordance with the judicial processes outlined in the student handbook and may result in Social Probation or Suspension. The judicial process includes a statement of student rights, appellate procedures, and potential penalties.

RESIDENCE LIFE

The College provides residential facilities and a residence life program for its students. All students who have earned less than 90 hours or are under 21 years of age are required to live in residence halls unless they reside with their immediate family (parent, step-parent, brother or sister over the age of 21, grandparents and step-grandparents) living within a 50-mile radius of the College and are commuting from home.

Living on campus provides many developmental opportunities that result from the experience of living in a residence hall community. Programming in the residence halls on substance abuse, self-defense, wellness, and other issues also provide opportunities for personal growth and development. The College employs Resident Directors for the residence halls to oversee management of the facilities and to coordinate the residence life program. Students are employed as Resident Assistants to aid the Office of Student Services with general programming and residence life duties, as well as peer advising.

SECURITY

The College employs trained public safety officers to provide security on the campus. The officers are on duty 24 hours a day, seven days a week. Security is also available to provide escort service in addition to routine security tasks.

The Campus Security Act of 1990 mandates that a security report is provided annually to summarize any crimes that may have occurred during the preceding calendar year. This report is available in the Office of Student Services or it may be assessed via the internet at <http://www.ope.ed.gov/security/instDetail.asp?UNITID=218238>.

DRUG-FREE SCHOOLS ACT

The possession, manufacture, distribution, and use of drugs, alcohol, and alcohol containers are forbidden on the campus. In compliance with the Drug-Free Schools Act, efforts to maintain a drug and alcohol-free environment are provided and include

an ongoing education and awareness program as well as the assessment of strict penalties for violations of the policy.

HEALTH REQUIREMENTS AND SERVICES

All day students admitted to Limestone must provide a completed "Medical History and Physical Examination" form and a copy of a record of immunization. No students are permitted to register for or to attend classes without this information being on file in the nurse's office.

A nurse is available during posted hours. All illnesses should be reported to the nurse or the Office of Student Services. The Office of Student Services will assist students in coordinating their care, which may include being sent home, to a local doctor, or, if the illness is serious, to the local hospital. The expense for medical treatment from local providers is the responsibility of the student.

COUNSELING SERVICES

The Sib Collins Counseling Center provides services to assist students in resolving personal issues and concerns. This service is provided by a qualified counselor, and confidentiality in all matters is assured.

PERSONAL LIABILITY

The College is not responsible for students' personal property on the campus. Students and parents should make arrangements to obtain insurance coverage for personal belongings.

CAREER SERVICES

The Career Services Office assists students and alumni with career planning and placement services. Career Services offers a variety of resources to assist with all stages of the career planning process; opportunities include career counseling and occupational information, job shadowing, workshops and individual assistance on resumes and cover letters, mock interviews, graduate school information, and job fairs.

STUDENT ACTIVITIES

The Office of Student Services is responsible for a full-range of opportunities in student activities. These opportunities include clubs, organizations, and a variety of social activities such as dances and concerts. The Director of Student Services acts as advisor to the Student Government Association.

RECREATION AND SPORTS

Limestone College offers one of the finest small college athletic complexes in the Southeast, which includes the following: an indoor Olympic pool, eight lighted tennis courts, a tennis pavilion, soccer fields, lacrosse fields, a gymnasium, baseball and softball fields, and a jogging trail. The Physical Education Center is open to all faculty, staff, and students. For a nominal fee, students may join the YMCA Health Club, located on the campus, which offers racquetball courts, a weight room, a sauna, a steam room, and whirlpool facilities.

STUDENT LIFE

Organized sports exist on an intramural and intercollegiate basis. Limestone participates in intercollegiate cross country (women and men), volleyball, softball, soccer, baseball, lacrosse (women and men), tennis, golf (women and men), swimming (women and men), basketball (women and men), wrestling, and track and field (women and men). Limestone is a member of the Blue Grass Mountain Conference (women's and men's swimming), Conference Carolinas, and NCAA Division II.

CAMPUS ORGANIZATIONS

- * Student Government Association
 - Honors Program
 - Calciid* Staff (yearbook)
 - Candelabra* Staff (art and literary magazine)
 - Alpha Chi (National College Honor Scholarship Society)
 - Alpha Phi Sigma (National Criminal Justice Honor Society)
- * Criminal Justice Student Organization
- * Christian Education and Leadership Program
 - Chi Alpha Sigma (National Athletic Academic Honor Society)
- * Fellowship of Christian Athletes
- * Joyful Saints Gospel Choir
 - Phi Alpha Theta History Honor Society
- * The National Association for Music Education
 - Limestone College Wind Ensemble
 - Limestone College Show Choir
 - Limestone College Community Chorus
 - Limestone College Jazz Ensemble
- * Limestone Activities Board
- * Limestone Outdoor Recreation and Education (LORE)
- * Psychology Club
- * Saints Athletic Training Association
- * Saints Club Student Chapter
 - Sigma Beta Delta (National Business Honor Society)
- * Student Organization of Social Workers
 - Students in Free Enterprise (S.I.F.E.)
- * Student Alumni Leadership Council
- * *Registered Organizations (requires a constitution). All other listed organizations are considered student activities and do not require a constitution.*

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) of Limestone College has a long and distinguished history dating back to 1898. The purpose of the SGA is to serve as a laboratory for the development of leadership and organizational skills, attitudes, and methods of democratic citizenship.

All day students on the Gaffney Campus are members of SGA and may choose to run for election as executive or class officers or to serve on the Limestone Activities

Board (LAB). Student concerns are addressed by SGA and various activities, including dances and concerts, are projects of the LAB.

The Student Government Association is an organization provided by the College Administration for the day students on the Gaffney Campus of Limestone College. The officers of the SGA are elected representatives of their campus constituents. As an agency of the College, SGA follows the same rules, regulations, and financial procedures as all other offices of the College. The SGA is a registered organization which requires a constitution.

CULTURAL EVENTS

The College offers a variety of programs by visiting artists and lecturers, recitals, art exhibits, concerts, plays, and the Cherokee County Arts Council Series. Students of Limestone College are not charged admission to these events.

COMPLIANCE WITH TITLE IX

Limestone College complies with Title IX of the Education Amendments of 1972. All rules, regulations, and procedures dealing with admission policies, treatment of students and employment have been evaluated and found to be in compliance with Title IX guidelines.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President for Academic Affairs, Academic Dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official to whom the request was submitted shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the College to correct records which the student believes to be inaccurate or misleading. The students should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

STUDENT LIFE

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, students have the right to withhold the disclosure of Directory Information. Students should consider very carefully the consequences of any decision to withhold Directory Information. Should a student decide to inform the institution not to release Directory Information, any future requests for such information from non-institutional persons or organizations will be refused.

The institution will honor requests to withhold the information listed below but cannot assume responsibility to contact students for subsequent permission to release them. The institution assumes no liability for honoring instructions that such information be withheld.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.]

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR & 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

As required by FERPA, Limestone College hereby informs current students of its intent to respond to legitimate, third-party requests for the following information: (1) legal name(s) during periods of attendance; (2) date and place of birth; (3) dates of attendance and actual or projected date of graduation; (4) degrees awarded and honors received, including the dean’s list and honor roll; and (5) participation in officially recognized activities and intercollegiate sports. For official college publications and certain types of news media releases, “directory information” includes: (1) legal name and address of the student; (2) name and address of the parent(s), spouse, or legal guardian; (3) date and place of birth; (4) major field of study; (5) participation in officially recognized activities and sports; (6) weights and heights of members of athletic teams; (7) dates of attendance, honors and awards received, enrollment status, and the most recent previous educational institution attended by the student; and (8) photographs made by the College or photographers under contract to the College, including candid photography. This information may be released to anyone at any time unless the student requests, in writing to the Registrar, that such information be withheld. Students who have questions or who wish to withhold permission to publish certain information should write the registrar’s office.

STUDENT COMPLAINT PROCEDURE

A student complaint is defined as any dissatisfaction occurring as the result of a student’s belief that any academic or non-academic situation affects the student unjustly or inequitably. The student has the right to raise a complaint and to have that complaint considered with courtesy and objectivity, in a timely fashion, and without fear of prejudicial treatment. The following procedures are applicable for a student with a complaint.

- The student should first discuss the matter with the person or persons directly involved, in an attempt to resolve the complaint through informal

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discussion. The student should make his/her advisor aware of the situation if the advisor is not directly involved.

- If there is no resolution, the student should discuss the matter with the appropriate first level supervisor or administrator both verbally and in writing. The written statement should include a narrative of the situation and the individual with whom the discussion took place. If no resolution is reached, the student may then present a written complaint to the appropriate vice president or the athletic director.
- If reconciliation has not been achieved, the student may then schedule an appointment with the executive vice president, after submitting a written complaint to him/her.
- If after meeting with the executive vice president, the complaint is not reconciled, then the student may schedule an appointment with the President of the College.

For student complaints concerning grades or academic integrity, please refer to the current Gaslight Handbook.



GENERAL EDUCATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

DAY DEGREE PROGRAMS

To graduate from Limestone College a student must successfully complete a minimum of 123 credit hours for a baccalaureate degree or 62 credit hours for an associate degree with a minimum 2.0 Grade Point Average, including the Verbal and Quantitative Skills Requirements, the General Education Program, the Critical Thinking Requirement, the Assessment Examinations, the Application for Degree form, and a major program. A student is also required to have at least a 2.0 grade point average in the major field. The final 31 credit hours of the baccalaureate degree and the final 16 credit hours of the associate degree must be Limestone College courses. For students who are involved in a Military Program recognized by Limestone College, this requirement may be waived.

I. Verbal and Quantitative Skills Requirements

- A. Each student will successfully complete a three-hour course in critical analysis and informed verbal expression (English 102) with a grade of “C” or better as well as a course in public speaking (English 105) with a grade of “C” or better. A student must be enrolled continuously in a communication skills course until English 102 is successfully completed. Each student who has not completed the equivalent of the Limestone College communication requirement will take a written verbal skills examination during orientation. If major deficiencies are assessed, additional course work will be established as a prerequisite to English 101. Students required to take English 090 or English 091 must be continuously enrolled in the course until the proficiency level is reached. A student must successfully complete English 101 with a grade of “C” or better as a prerequisite for English 102; English 102 and English 105 must also be completed with a grade of “C” or better to satisfy the verbal skills requirement.

NOTE: English 090 and 091 carry three hours credit. However, these hours are not included in the hours required to graduate.

- B. Each student will demonstrate a minimum level of competency in mathematical skills. Competency may be demonstrated by successful completion of an institutional test which each entering student will take during orientation. When serious weaknesses are found, the student must complete one or more proficiency courses of instruction in basic mathematical skills including arithmetic and/or algebra. Such a student will not be permitted to enroll in a regular mathematics course until the proficiency courses are successfully completed. Students are required to be continually enrolled in developmental mathematics until this requirement is met. (**Note:** Students achieving an SAT score of 550

GENERAL EDUCATION REQUIREMENTS

on the Quantitative Skills section or equivalent ACT score are not required to take the College Quantitative Skills placement exam.)

Note: Mathematics 090 and Mathematics 091 carry three hours credit. However, these hours cannot be included in the hours required to graduate.

II. Writing Intensive Courses

Writing intensive courses are designed to teach subject area content while enabling students to practice and improve written communication skills in various fields of study. Writing Intensive classes may use writing as a tool for learning, a medium for assessment, and /or a space for practicing metacognition. Writing Intensive courses will allow students and faculty to reflect upon and evaluate the lasting impression of visible thinking. Students pursuing a Baccalaureate degree must complete five writing intensive courses (15 credit hours) to complete the writing intensive portion of the General Education requirement. Students pursuing an Associate degree must complete three writing intensive courses (9 credit hours) to complete the writing intensive portion of the General Education requirement. Each Baccalaureate major requires at least one additional writing intensive course. Transfer students with AA or AS degrees from regionally accredited colleges or universities will have satisfied all General Education writing intensive requirements. All transfer students are required to complete at least one writing intensive course in the major. Courses which are Writing Intensive are identified by a “W” in the course number (for example, EN 101W).

III. General Education Requirements

A. Baccalaureate Degrees

In addition to earning 123 credit hours with a minimum of a 2.0 GPA, candidates for all baccalaureate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirement is intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by successfully completing a minimum of 46 hours as described in the following section. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study.

GENERAL EDUCATION REQUIREMENTS

Fine Arts and Humanities (18 Hours - 6 Courses Required)

(If English 101 is exempted, then the required number of hours in Fine Arts and Humanities is reduced by three semester hours.)

English Composition - 2 courses (6 hours - EN 101 and 102)

Note: Honors Program students may substitute English 103H for English 101 and 102.

Speech (3 hours)

Literature (3 hours)

Religion or Philosophy (3 hours)

Note: Religion 180, 181, 280, 281, 380, 381, 480, and 481 may not be used to meet this requirement.

Art 240, Music 205, English 212/Theatre 101, or any course in Foreign Language (3 hours)

Social Sciences (12 Hours - 4 Courses Required)

History - 2 courses (6 hours - HI 110, 111, 112, 113 or 214)

Two Courses From Two Different Areas (6 hours):

Business and Economics (BA 103 or 310, EC 203, 204, 211, or 220)

Geography

International Studies

Political Science

Psychology (except PS 202)

Note: All education majors (except Elementary Education majors) may count two Psychology courses in fulfilling the requirement in the Social Sciences area.

Social Work 206

Sociology

Science and Mathematics (13-14 Hours - 4 Courses Required)

One natural or physical science course (3/4 hours).

Note: All laboratory course work in this area (except Biology) requires successful completion of the quantitative skills examination or appropriate work in Limestone developmental courses, for example Mathematics 091.

One computer science course (3 hours)

CST 102 or CST 103

One laboratory or non-laboratory natural, physical or computer science course (3/4 hours)

Note: Students may not take both BI 113/114 and BI 101 in fulfillment of their two-course general education science requirement.

Mathematics (Any course numbered 110 or above, except Mathematics 200.)

Interdisciplinary (1/3 Hours-1 course required)

ID 100 or ID 201

Note: A student required to take ID100 must enroll in the course during

GENERAL EDUCATION REQUIREMENTS

his/her first semester on campus. Grading is on a Satisfactory/Unsatisfactory basis. If the student receives a mark of "U", he/she must immediately retake the course until he/she achieves a mark of "S". Transfer students who have earned 24 or more credit hours at another institution will be exempted from Interdisciplinary 100; however, those students must complete Interdisciplinary 201.

Physical Education (2 Hours - 2 Courses Required)

Any two PE activity courses

TOTAL — Minimum of 47 semester hours

B. Associate Degrees

In addition to earning 62 credit hours with a minimum of a 2.0 GPA, candidates for all associate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirement is intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by completing a minimum of 35 hours as described in the following. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study.

Fine Arts and Humanities (15 Hours - 5 Courses Required)

(If English 101 is exempted, then the required number of hours in Fine Arts and Humanities is reduced by three semester hours.)

English Composition - 2 courses (6 hours - EN 101 and 102)

Note: Honors Program students may substitute English 103 H for English 101 and English 102.

Speech (3 hours)

Religion or Philosophy (3 hours)

Note: Religion 180, 181, 280, 281, 380, 381, 480, and 481 may not be used to meet this requirement.

Art 240, Music 205, English 212/Theatre 101, or any course in Foreign Language (3 hours)

Social Sciences (9 Hours - 3 Courses Required)

History - 1 course (3 hours - HI 110, 111, 112, 113, or 214)

Two Courses From Two Different Areas (6 hours):

Business and Economics (BA 103 or 310, EC 203, 204, 211, or 220)

GENERAL EDUCATION REQUIREMENTS

Geography
International Studies
Political Science
Psychology (except PS 202)
Social Work 206
Sociology

Science and Mathematics (9-10 Hours - 3 Courses Required)

Note: All laboratory course work in this area (except Biology) requires successful completion of the quantitative skills examination or appropriate work in Limestone developmental courses, for example Mathematics 091.

One natural or physical science course (3/4 hours)

Note: Students may not take both BI 113/114 and BI 101 in fulfillment of their two-course general education science requirement.

One computer science course (3 hours)

CST 102 or CST 103

Mathematics (Any course numbered 110 or above, except Mathematics 200.)

Interdisciplinary (1/3 Hours - 1 Course Required)

ID 100 or ID 201

Note: A student required to take ID100 must enroll in the course during his/her first semester on campus. Grading is on a Satisfactory/Unsatisfactory basis. If the student receives a mark of "U", he/she must immediately retake the course until he/she achieves a mark of "S".

Physical Education (1 Hour - 1 Course Required)

Any PE activity course

TOTAL — Minimum of 35 semester hours

Students may not be awarded an Associate's Degree and a Bachelor's Degree at the same Commencement Ceremony.

IV. Critical Thinking Requirement

All students seeking a baccalaureate degree at Limestone College must satisfy a critical thinking requirement, either by scoring at the proficiency level on all parts of the Measurement of Academic Proficiency and Progress (MAPP), or by successfully completing ID 301, Critical Thinking. This course helps students develop and refine their higher-order thinking skills. During the course, students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The Measurement of Academic Proficiency and Progress, the examination adopted

GENERAL EDUCATION REQUIREMENTS

by Limestone College to measure students' general education competency levels, will be one of the assessment methods in the course. Before taking this course, a student must have achieved junior standing (with 60 hours or more) and completed Limestone's Verbal and Quantitative Skills Requirements (EN 101, 102, 105, MA 091 or satisfactory completion of the College Quantitative Skills placement examination).

Note: Students who achieve proficiency on all parts of the MAPP test may waive ID 301, but "credit by examination" is not available for this course. ID 301 is not waived for students who transfer an Associate of Arts or Associate of Science degree to Limestone College.

Students should enroll in this course as soon as possible after earning 60 hours. Ideally, students should take this course as juniors.

V. Assessment Examinations Requirements

To ensure that the College provides a quality academic program, a series of assessments is administered to students at various points in their academic career. The purpose of the examinations is to assess the College's academic programs and to identify and eliminate any academic deficiencies in fundamental mathematics skills, reading, writing, oral communication, and basic use of computers.

- A. After completion of 60 credit hours, each student is required to take the general education assessment examination. (Competency in oral communication is evaluated through the achievement of a grade of "C" or better in completion of English 105, Fundamentals of Public Speaking.)
- B. During the last semester of their senior year, all students are required to complete an exit assessment in their major field of study (if appropriate, students may complete the assessment prior to the last semester). The purpose of this requirement is for the institution to evaluate the effectiveness of its methods of instruction and to compare the knowledge level of its graduates with graduates of other institutions of higher learning.

VI. The Application for Degree

It is the responsibility of each student to complete and have the Application for Degree form approved. The Application for Degree form must be completed by February 15 for May graduation and by October 1 for December graduation. Any student not meeting these deadlines will have to wait until the following commencement. The form may be obtained from the Registrar's Office and must be signed by the student and by the student's advisor.

VII. Fulfillment of Degree Requirements

Limestone College's awarding of a degree is conditional upon completed coursework with appropriate GPA, satisfaction of all financial obligations, and compliance with college policies.

GENERAL EDUCATION REQUIREMENTS

Student Responsibilities: All colleges establish certain requirements which must be met before a degree is granted. These regulations concern such matters as curricula and courses, majors, and campus residence requirements. Advisors, counselors, faculty, and deans will make every effort to inform students concerning these requirements, but students themselves are ultimately responsible for being acquainted with regulations and procedures as stated in this Catalog, Student Handbook, and other official publications of the college. For these reasons, it is important for students to be familiar with these publications and remain informed throughout their college careers.

VIII. Commencement Exercises

Limestone College offers commencements at the end of the fall semester and at the end of the spring semester. Students may participate in commencement activities only after fully completing all degree requirements.

REQUIREMENTS FOR GRADUATION

EXTENDED CAMPUS DEGREE PROGRAMS

In order to graduate from Limestone College with a baccalaureate degree, a student must successfully complete a minimum of 123 credit hours with a minimum 2.0 Grade Point Average; including the Verbal and Quantitative Skills Requirements, the General Education Requirements, the Assessment Examinations, the Critical Thinking Requirement, the Application for Degree form, and a major program. A student is also required to have at least a 2.0 grade point average in the major field. The final 31 credit hours of the baccalaureate degree and the final 16 classroom hours of the associate degree must be Limestone College courses. For students who are involved in a Military Program recognized by Limestone College, this requirement may be waived.

Note: The Extended Campus students majoring in Education on the Gaffney campus must meet the Graduation Requirements of the Day Program except for the physical education requirement and Interdisciplinary 100.

I. Verbal and Quantitative Skills Requirements

- A. All Extended Campus students must take English 091, as a prerequisite to English 101, unless exempted by the following:
A passing score is obtained on the English placement examination;
or
The student transfers an English 101 course from a regionally accredited college with a grade of "C" or higher.
- B. Each student will successfully complete a three-hour course in critical analysis and informed verbal expression (English 102) with a grade of "C" or better as well as a course in public speaking (English 105) with a grade of "C" or better. A student must successfully complete English 101 with a grade of "C" or better as a prerequisite for English 102.

GENERAL EDUCATION REQUIREMENTS

- C. All Extended Campus students must take Mathematics 091 (students are required to be continually enrolled in developmental mathematics until this requirement is met) as a prerequisite to Mathematics 115, unless exempted by the following:

A passing score is obtained on the Mathematics placement exam;

or

The student transfers a mathematics course from a regionally accredited college with a grade of "C" or higher.

II. Writing Intensive Courses

Writing intensive courses are designed to teach subject area content while enabling students to practice and improve written communication skills in various fields of study. Writing intensive classes may use writing as a tool for learning, a medium for assessment, and / or a space for practicing metacognition. Writing Intensive courses will allow students and faculty to reflect upon and evaluate the lasting impression of visible thinking. Students pursuing a Baccalaureate degree must complete five writing intensive courses (15 credit hours) to complete the writing intensive portion of the General Education requirement. Students pursuing an Associate degree must complete three writing intensive courses (9 credit hours) to complete the writing intensive portion of the General Education requirement. Each Baccalaureate major requires at least one additional writing intensive course. Transfer students with AA or AS degrees from regionally accredited colleges or universities will have satisfied all General Education writing intensive requirements. All transfer students are required to complete at least one writing intensive course in the major. Courses which are Writing Intensive are identified by a "W" in the course number (for example, EN 101W).

III. General Education Requirements

A. Baccalaureate Degrees

Candidates for all baccalaureate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirement is intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student seeking the baccalaureate degree will satisfy this requirement by completing a minimum of 43 hours as described in the following. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study. The course requirements for the majors are listed under the appropriate departments.

GENERAL EDUCATION REQUIREMENTS

Fine Arts and Humanities (18 Hours - 6 Courses Required)

(If English 101 is exempted, then the required number of hours in Fine Arts and Humanities is reduced by three semester hours.)

English Composition - 2 courses (6 hours - EN 101 and 102)

Speech (3 hours)

Literature (3 hours)

Philosophy or Religion (3 hours)

Note: Religion 180, 181, 280, 380, 381, 480, and 481 may not be used to meet this requirement.

Art 240, Music 205, English 212/Theatre 101, or any course in Foreign Language (3 hours)

Social Sciences (12 Hours - 4 Courses Required)

History - 2 courses (6 hours - HI 110, 111, 112, 113, or 214)

Two Courses From Two Different Areas (6 hours):

Business and Economics (BA 103 or 310, EC 203, 204, 211 or 220)

Geography

International Studies

Political Science

Psychology (except PS 202)

Note: All education majors (**except** Elementary Education majors) may count two Psychology courses in fulfilling the requirement in the Social Sciences area.)

Social Work 206

Sociology

Interdisciplinary ID 201

Science and Mathematics (13-14 Hours - 4 Courses Required)

Note: All laboratory course work in this area (except Biology) requires successful completion of the quantitative skills examination or appropriate work in Limestone developmental courses, for example Mathematics 091.

One natural or physical science course (3/4 hours)

Note: Students may not take both BI 113/114 and BI 101 in fulfillment of their two-course general education science requirement.

One computer science course (3 hours)

CST 102 or CST 103

One laboratory or non-laboratory natural, physical or computer science course (3/4 hours)

Mathematics (Any course numbered 110 or above, except Mathematics 200.)

TOTAL - Minimum of 43 semester hours

GENERAL EDUCATION REQUIREMENTS

B. Associate Degrees

Candidates for all associate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirement is intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by completing a minimum of 33 hours as described in the following. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study. The course requirements for the majors are listed under the appropriate departments.

Students may not be awarded an Associate Degree and a Bachelor's Degree at the same Commencement Ceremony.

Fine Arts and Humanities (15 Hours - 5 Courses Required)

(If English 101 is exempted, then the required number of hours in Fine Arts and Humanities is reduced by three semester hours.)

English Composition - 2 courses (6 hours - EN 101 and 102)

Speech (3 hours)

Religion or Philosophy (3 hours)

Note: Religion 180, 181, 280, 380, 381, 480, and 481 may not be used to meet this requirement.

Art 240, Music 205, English 212/Theatre 101, or any course in Foreign Language (3 hours)

Social Sciences (9 Hours - 3 Courses Required)

History - 1 course (3 hours - HI 110, 111, 112, 113, or 214)

Two Courses From Two Different Areas (6 hours):

Business and Economics (BA 103 or 310, EC 203, 204, 211, or 220)

Geography

International Studies

Political Science

Psychology (except PS202)

Note: All education majors (except Elementary Education majors) may count two Psychology courses in fulfilling the requirement in the Social Sciences area.

Social Work 206

Sociology

GENERAL EDUCATION REQUIREMENTS

Science and Mathematics (9-10 Hours - 3 Courses Required)

One natural or physical science course (3/4 hours) Non-science majors must take either BI 113/114 or BI 101.

Note: All laboratory course work in this area (except Biology) requires successful completion of the quantitative skills examination or appropriate work in Limestone developmental courses, for example Mathematics 091.

One computer science course (3 hours)

CST 102 or CST 103

Mathematics (Any course numbered 110 or above, except Mathematics 200.)

TOTAL - Minimum of 33 semester hours

IV. Critical Thinking Requirement

All students seeking a baccalaureate degree at Limestone College must satisfy a critical thinking requirement, either by scoring at the proficiency level on all parts of the Measurement of Academic Proficiency and Progress (MAPP), or by successfully completing ID 301, Critical Thinking. This course helps students develop and refine their higher-order thinking skills. During the course, students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The Measurement of Academic Proficiency and Progress, the examination adopted by Limestone College to measure students' general education competency levels, will be one of the assessment methods in the course. Before taking this course, a student must have achieved junior standing (with 60 hours or more) and completed Limestone's Verbal and Quantitative Skills Requirements (EN 101, 102, 105, MA 091 or satisfactory completion of the College Quantitative Skills placement examination).

Note: Students who achieve proficiency on all parts of the MAPP test may waive ID 301, but "credit by examination" is not available for this course. ID 301 is not waived for students who transfer an Associate of Arts or Associate of Science degree to Limestone College.

Students should enroll in this course as soon as possible after earning 60 hours. Ideally, students should take this course as juniors.

V. Assessment Examination Requirement

To ensure that the College provides a quality academic program, a series of examinations is administered to students at various points in their academic careers. The purpose of the examinations is to assess the College's academic programs and to identify and eliminate academic deficiencies in fundamental mathematical skills, reading, writing, oral communication, and basic use of computers.

GENERAL EDUCATION REQUIREMENTS

- A. After completion of 60 credit hours, each student is required to take the general education assessment examination. (Competency in oral communication is evaluated through the achievement of a grade of "C" or better in completion of English 105, Fundamentals of Public Speaking.)
- B. During the last semester of their senior year, all students are required to complete an exit assessment in their major field of study. (If appropriate, students may complete the assessment prior to the last semester.) The purpose of this requirement is for the institution to evaluate the effectiveness of its methods of instruction and to compare the knowledge level of its graduates with graduates of other institutions of higher learning.

VI. Application for Degree

It is the responsibility of each student to complete and have the Application for Degree form approved. The Application for Degree form must be completed by February 15 for May graduation and by October 1st for December graduation. Any student not meeting these deadlines will have to wait until the following graduation. The form may be obtained from the Extended Campus Office or online and signed by the student and returned to the Registrar's Office.

VII. Fulfillment of Degree Requirements

Limestone College's award of a degree is conditional upon completed coursework with appropriate GPA, satisfaction of all financial obligations, and compliance with College policies.

Student Responsibilities: All colleges establish certain requirements which must be met before a degree is granted. These regulations concern curricula, courses, and majors. Advisors, counselors, faculty, and deans will make every effort to inform students concerning these requirements, but students themselves are ultimately responsible for being acquainted with regulations and procedures as stated in the Catalog, Student Handbook, and other official publications of the college. For these reasons, it is important for students to be familiar with these publications and remain informed throughout their college careers.

VIII. Commencement Exercises

Limestone College offers commencements at the end of the fall semester and at the end of the spring semester. Students may participate in commencement activities only after fully completing all degree requirements.

ACADEMIC DISCIPLINES AND MAJORS

The academic programs of Limestone College are conducted within the framework of four divisions: Division of Arts and Letters, Division of Natural Sciences, Division of Professional Studies, and Division of Social and Behavioral Sciences. The following disciplines offer baccalaureate and/or associate degrees. Some majors offer specialized concentrations within a major.

<u>MAJOR/CONCENTRATION</u>	<u>DEGREE</u>
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Art

Studio Art	B.A.
Studio Art/Graphic Design	B.A.

Biology

Biology	B.S.
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Business

Business Administration/Accounting	B.S.
Business Administration/Computer Science Programming	B.S.
Business Administration/Computer Science Software Applications	B.S.
Business Administration/E-Business	B.S.
Business Administration/Economics	B.S.
Business Administration/General Business	B.S.
Business Administration/Management	B.S.
Business Administration/Marketing	B.S.
Business Administration/General Business	A.A.

Chemistry

Chemistry	B.S.
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Computer Science and Information Technology

Computer Science/Programming	A.S., B.S.
Computer Science/Computer and Information Systems Security	B.S.
Computer Science/Internet Management - Database	B.S.
Computer Science/Internet Management - EBusiness	B.S.
Computer Science/Internet Management - Web Development	B.S.
Computer Science Information Technology	A.S., B.S.

ACADEMIC MAJORS

MAJOR/CONCENTRATION	DEGREE
<u>Criminal Justice</u>	
Criminal Justice	B.A.
<u>Elementary Education</u>	
Elementary Education (Grades 2-6)	B.A.
<u>English</u>	
English	B.A.
English Education (Grades 9-12)	B.A.
English/Theatre	B.A.
English/Writing Concentration	B.A.
<u>History</u>	
History	B.A.
History/Pre-Law	B.A.
<u>Human Resource Development</u>	
Human Resource Development	B.A.
<u>Liberal Studies*</u>	
Liberal Studies	B.A.
Liberal Studies	B.S.
Liberal Studies	A.A.
<u>Mathematics</u>	
Mathematics	B.S.
Mathematics Education (Grades 9-12)	B.S.
<u>Music</u>	
Music	B.A.
Music/Jazz	B.A.
Music Education (Grades K-12)	B.A.
<u>Physical Education and Athletic Training</u>	
Physical Education	B.S.
Physical Education/Strength and Conditioning	B.S.
Physical Education (Education - Grades K-12)	B.S.
Athletic Training	B.S.
<u>Psychology</u>	
Psychology	B.A.
<u>Social Work</u>	
Social Work	B.S.W.
<u>Sports Management</u>	
Sports Management	B.S.
<u>Theatre</u>	
Theatre	B.A.
Theatre/Musical Theatre	B.A.

*A student may not receive a double major with Liberal Studies as one of the majors.

ADVISORS

The College assigns an advisor to each student to ensure that the student selects a program tailored to his or her prior achievements, capabilities, and the subjects of interest. The advisor, in consultation with the student, will take into consideration specialized data regarding teacher certification and graduate and professional school requirements.

GUIDELINES FOR MAJOR PROGRAMS

A student must declare a major program with the Registrar's Office before completion of the first term of the junior year (or before earning 75 hours). Senior transfer students must declare their majors at the time of enrollment.

A student may pursue a double major or multiple concentrations within the same degree type (History and English majors within a Bachelor of Arts program, or Business and Physical Education majors within a Bachelor of Science program, for example). Students are required only to complete the degree requirements for both majors or concentrations. No additional semester hours are required.

If a student desires to pursue two different baccalaureate degrees (Bachelor of Science and Bachelor of Social Work, for example), he or she must meet all requirements for both degrees and complete 31 additional hours of Limestone College credit for a minimum of 154 hours. Credit by examination may not count toward the additional semester hours.

A student pursuing an Associate of Arts and Associate of Science simultaneously must complete the degree requirements for both degrees and 16 additional Limestone College hours. Credit by examination may not count toward the additional semester hours.

A student who has completed the requirements for two Bachelor's Degrees may receive both degrees at the same time. However, during the graduation ceremony only one degree will be recognized. The degree which provides recognition is selected by the student.

A student returning to complete a major after he or she has graduated must complete an additional 16 Limestone credit hours towards an Associate Degree and an additional 31 Limestone credit hours towards a Bachelor's Degree.

MINORS

Minors are offered in several areas. To complete a minor in a specific academic area, the student must complete a minimum of 18 semester hours in the area. Please see the specific requirements listed under the academic area of your interest. A minimum of 6 hours must be Limestone credit hours.

A student returning to complete a minor after he or she has graduated must complete an additional 6 Limestone credit hours.

ACADEMIC MAJORS

Minors - Baccalaureate Levels: Art, Biology, Business Administration, Chemistry, Christian Studies, Christian Education, Church Business Administration, Coaching, Computer Science EBusiness, Computer Science Software Applications, Computer Science Internet Management, Criminal Justice, English, History, International Studies, Mathematics, Music, Physical Education, Psychology, and Theatre.

THE ASSOCIATE OF ARTS DEGREE PROGRAMS

Limestone College offers Associate of Arts Degrees in the following areas: Business Administration and Liberal Studies. Limestone College offers an Associate of Science Degree in Computer Science. The requirements for these programs are listed under the appropriate division, or in the case of the Liberal Studies Program, in the Special Programs section of this catalog.

Students may not be awarded an Associate's Degree and a Bachelor's Degree at the same Commencement Ceremony.

A student may not receive an Associate Degree in a related field after receiving a Bachelor's Degree.



SPECIAL PROGRAMS

DEVELOPMENTAL STUDIES PROGRAM

Recognizing that some students have special needs in such areas as reading, writing, and mathematics, Limestone College strives to meet these needs in order to help the student improve his or her basic skills. For this reason a number of courses with designated numbers below 100 (i.e., English 090, Mathematics 091, etc.) are offered each term. The student's advisor will assign the appropriate special course, if needed.

LIBERAL STUDIES PROGRAM

Baccalaureate Degree: Many new professional opportunities require college preparation of a broad and extensive scope. Such preparation is not always possible within the curriculum guidelines of a major. An opportunity to design an academic program appropriate to a student's special career or professional goal is provided in the Limestone College Liberal Studies Program. This program may be particularly helpful for the student who is preparing for professional or specialized graduate school.

A student pursuing a Baccalaureate Degree in Liberal Studies must successfully complete a minimum of 123 semester hours, including the Verbal and Quantitative Skills Requirements, the General Education Requirements, the Critical Thinking Requirements, the Assessment Examinations, and the Application for Degree form.

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A minimum of 24 semester hours must be earned in 200-level courses or above and 18 semester hours at the course level of 300 or above, involving at least two academic divisions. The program must be approved by the Vice President for Academic Affairs, who is the program coordinator for Liberal Studies.

To be awarded the Bachelor of Science Degree in Liberal Studies, the student must have earned a minimum of 15 credits in the natural science and/or the professional studies division at the course level of 200 or above. This major requires 6 hours of Writing Intensive Courses beyond those required within General Education.

Associate Degree: A student pursuing an Associate Degree in Liberal Studies must successfully complete a minimum of 62 semester hours, including the Verbal and Quantitative Skills Requirements, the General Education Requirements, the Assessment Examinations, and the Application for Degree form as appropriate for the Associate Degree.

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A minimum of 27 semester hours must be earned in 200-level courses or above, involving at least two academic divisions. Remaining credits may be spread among any academic areas at the College. The Vice President for Academic Affairs is the program coordinator for Liberal Studies and must approve the program of study.

SPECIAL PROGRAMS

PROGRAM FOR ALTERNATIVE LEARNING STYLES (PALS - DAY PROGRAM STUDENTS)

The purpose of PALS is to provide the necessary support and accountability to ensure the success of PALS students. The PALS course of study has been developed to enhance the academic success of students with certified learning disabilities and/or ADHD. Two major goals are to provide students with academic support through prescribed accommodations, in and out of the classroom, and to provide them with instruction in appropriate college survival skills. Participants will receive group instruction in time management, study skills, note-taking, and organization. Peer tutoring by students who excel in each field is a service provided through PALS. Twenty hours of supervised study hall a week and assisted technology to read pdf versions of textbooks is also available. In addition, the program director will maintain contact with faculty and provide support for faculty with PALS students enrolled in their classes. There is an additional fee for enrollment in the PALS Program. All students with ADD/ADHD now have specially trained adult life coaches who are in daily contact with students to help them develop "systems" for staying on track.

HONORS PROGRAM (DAY PROGRAM STUDENTS)

The Honors Program was established at Limestone College in 1983 to create a challenging academic environment for gifted and special ability students. Admission to the Honors Program is by invitation from the Honors Committee. Criteria used for selection include SAT or other equivalent test scores, rank in class, nature of courses taken in high school, and grade-point average.

One-year transfer students from other institutions of higher learning may apply for membership in the Honors Program if their transcripts indicate superior achievement and the ability to do high quality academic work.

Retention in the Honors Program is dependent upon maintaining a "B" or higher cumulative average (3.0 on a 4.0 scale) in all coursework. All students successfully completing the Honors Program will receive special recognition at graduation.

All Honors Program offerings are identified with the letter "H" as a suffix, attached either to regular course numbers as listed under various academic areas in the catalog or (if seminars) as "499-H". To be a graduate of the Honors Program, a student must complete a minimum of 24 semester hours of "H" level course work.

CHRISTIAN EDUCATION AND LEADERSHIP PROGRAM (DAY PROGRAM STUDENTS)

The Christian Education and Leadership Program serves students who wish to enhance their understanding of Christianity, explore the concept of Christian service, and lead a productive Christian life. Program requirements include academic courses, community service activities, and Christian mission experiences. Scholarship assistance is available to qualified students.

PRE-PROFESSIONAL PROGRAMS (DAY PROGRAM STUDENTS)

Limestone College offers undergraduate preparation for entry into medicine, a variety of professions related to medicine and health care, and law.

PREMEDICAL, PRE-DENTAL, PRE-CHIROPRACTIC, PRE-VETERINARY, PRE-NURSING, PRE-PHARMACY, AND PRE-PHYSICAL THERAPY-PROGRAMS

A student who completes 96 hours, including the Graduation Requirements and Biology (8 hours), Chemistry (16 hours), Physics (8 hours), and who has completed one full year's work in an accredited school of medicine, dentistry, pharmacy, nursing, chiropractic, or veterinary science, will be granted the degree of Bachelor of Science. It is recommended that premedical students study a foreign language.

INDEPENDENT STUDY

Independent Studies are designed for juniors and seniors with at least a 3.0 cumulative grade point ratio. Such courses are not listed in the catalog, but will be designed to enable students to do special study and research in their major areas or to do interdisciplinary work not available through regular courses. For each course of Independent Study, the student is responsible for securing a sponsor who will assist the student in designing the course and who will monitor progress. Independent Studies require approval of the appropriate Division Chair and the Vice President for Academic Affairs. Independent Studies will carry from 3 to 6 hours credit. Students will be limited to 12 semester hours total of independent studies during their career at Limestone College. Offered in all disciplines.

COORDINATED STUDY

A coordinated study course may be offered to an individual junior or senior student by a full-time Limestone College faculty member when the student's special circumstances do not allow enrollment in a classroom or Extended Campus version of the course. The coordinated study course requires individual meetings between the faculty member and the student on a weekly basis. Coordinated study courses must last a minimum of two months and consist of at least eight (8) meetings between faculty and student. Faculty members should supervise no more than three (3) coordinated study courses at any time. A student is limited to two (2) coordinated study courses. A coordinated study course may not be taken to repeat a course in which a student has received a low grade.

1. A student must submit a written application for Coordinated Study on the appropriate form available in the Registrar's Office or the Extended Campus Office.
2. Because coordinated study courses require a significant commitment of the faculty member's time, these courses must be approved by the supervising faculty member, the department chair, the division chair, and the Associate Vice President for Academic Affairs.

SPECIAL PROGRAMS

3. A student has one week from the time the Coordinated Study materials are distributed or mailed to withdraw from a Coordinated Study without penalty (**less \$100.00 nonrefundable course tuition**).
4. During the semester of expected graduation, a Coordinated Study application must be received by the Registrar's Office or the Extended Campus Office for the Fall semester by September 30th and for the Spring semester by February 28th. Graduating seniors must complete all work for Coordinated Study courses two weeks prior to the date of graduation.

SPECIAL CLASS OR SEMINAR

299, Class or Seminar, is open to freshmen, sophomores, juniors and seniors. Credit, 1-3 hours.

499, Class or Seminar is open to juniors and seniors. Credit, 1-3 hours. Seminars, numbered "499" and individually titled, are offered on an ad hoc basis in all majors and within the Honors Program. The purpose of a seminar is to explore a limited or special area which does not easily lend itself to a normal course format. The objectives of the seminar are to aid the student in developing the ability to investigate issues, to understand the issues' significance in a broader context, and to effectively present results of research both orally and in writing. Seminars may be offered by any professor with the approval of the academic division involved, and are open to any upper-level student. Those intended for use in the Honors Program are designated as "499-H," and must be approved a semester in advance by the Honors Committee. They are open to upper-level Honors Students, and other well-qualified students past their freshman year, by invitation of the professor.

COLLOQUIUM

Colloquium, numbered "359" and individually titled, is offered on an ad hoc basis in all majors. Course content is determined by students and the instructor. Prerequisite: Completion of course work within major field. Credit, 3 hours.

THE EXTENDED CAMPUS

The Extended Campus classroom format is a nontraditional way to teach a traditional curriculum and has been successful at Limestone since 1976. It is a change in style, but not in substance. It is rigorously and continuously evaluated and the program works well for evening adult students. The distinctive format allows students time for in-depth study, research, and improved concentration.

The Extended Campus Classroom format divides a calendar year into two 6-month semesters: Fall and Spring. The Extended Campus classroom format offers 11 sessions, each lasting four weeks. One three-credit hour course is studied intensively and completed in each session. Classes are held on Monday, Tuesday, and Thursday evenings for twelve class meetings. Selected locations also offer courses on Wednesday and Friday evenings.

The Liberal Studies, Business Administration/Computer Software Program, Business Administration/Computer Software Applications, Business Administration/General Business, Business Administration/Management, Business Administration/EBusiness, Computer Science/Management Information Systems, Computer Science/Programming, and Computer Science Management. Management majors are offered at all locations. The Business Administration/Accounting, Human Resources Development, Psychology, Social Work, Criminal Justice, and Elementary Education majors are offered at selected sites.

The Extended Campus has classroom sites in Charleston, Columbia, Florence, Gaffney, Greer, Kingstree, Lowcountry, and Aiken/North Augusta. Degree programs are also offered in-house at some business/industry facilities within South Carolina.

Limestone College throughout its history has provided individuals who did not have the opportunity to pursue a higher educational goal with the chance to achieve that goal. The Extended Campus Internet program is the newest Limestone College program to reach out to those who are not able to attend traditional or nontraditional programs in their local area. The courses offered in the Extended Campus Internet program have the same content as those taught in traditional courses; the only change is in the delivery of that content via the Internet. The use of computers and Internet technology has allowed this delivery change. Limestone has been providing Internet courses since 1996. These courses are taught in eight-week terms.

The attendance policy for Extended Campus Courses is listed on page 76, under the heading of **Class Attendance and Tardiness**

For registration, information and the current schedule of Extended Campus Courses, please contact the Extended Campus Program office or view the Extended Campus home page at www.limestone.edu/ec. The current list of courses is also available in the Extended Campus schedule.

All Extended Campus students must apply and be accepted (please see Admission Procedures) for admission to Limestone College.

Transfer credits are evaluated on an individual basis. Normally, courses with appropriate grades from regionally accredited institutions that correspond to Limestone courses are accepted. In addition, credit earned through standard examinations, military courses, and other training programs are usually accepted as recommended by the American Council on Education (ACE), as appropriate to the Limestone College curriculum.

The Extended Campus has a special reduced tuition which makes college costs reasonable and affordable.

SPECIAL PROGRAMS

Federal and state financial aid is available for qualified students.

For more information write or call:

Limestone College
The Extended Campus
Gaffney, South Carolina 29340
Toll Free - 1-800-795-7151

For detailed listing of degree requirements, see the Requirements for Graduation Extended Campus Degree Programs (page 57).

Note: Extended Campus students are subject to all institutional regulations and policies.

VETERANS BENEFITS

Students eligible for veterans benefits should contact the Extended Campus Office to complete any needed forms and to alert the staff to certify their enrollment with the Veterans Administration. Some locations have not been approved for VA benefits. Contact the Extended Campus Office to learn which locations are not approved.

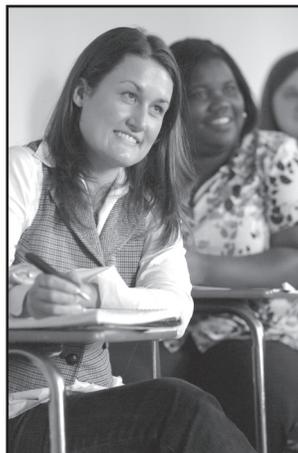
Students who are using Veterans benefits need to be aware of the full-time requirements for different formats that Limestone College offers. Below are the definitions used to determine if a student is full-time for VA benefits only:

Day Program --- enrolled in at least 12 semester hours in Day Program 16-week semester.

Extended Campus

Classroom format --- enrolled in one 4-week course in any Session.

Internet format --- enrolled in two 8-week courses in any Term.



ACADEMIC PROCEDURES

GRADING SYSTEM

The academic standing of a student in the various courses is indicated as follows:

Passing Grades	Grade Value	
A	4	excellent achievement
B	3	high achievement
C	2	moderate achievement
D	1	minimal achievement
P	NA	passing
S	NA	satisfactory
Non Passing Grades (No Credit Awarded)		
F	0	failing
WP	NA	withdrew passing
WF	0	withdrew failing
I	NA	incomplete
U	NA	unsatisfactory
AU	NA	audit

A minimum of 123 semester hours towards degree completion with a Grade Point Average of 2.0 is required for graduation.

A Satisfactory-Unsatisfactory grade may be used only for courses approved by the Vice President for Academic Affairs.

"I" - A mark of "I" is assigned, at the discretion of the instructor and the Vice President for Academic Affairs, when due to extenuating circumstances such as illness, a student is unable to complete the work assigned in a course. It is understood that to receive a mark of "I", all completed work in the course must collectively be at the passing level or above. The mark of "I" must be removed by the end of the following grading period. Failure to complete required work will result in a grade of "F". An incomplete must be requested at least one week before the class end date. Students cannot withdraw from a class after an "I" has been issued.

Examinations are held at the close of each course. In the event of illness or other necessity at the time of final examinations, a student will be given a special examination at a time to be arranged by the instructor and approved by the Vice President for Academic Affairs. Grades are posted on Limestone College's Campus Web site (<https://student.limestone.edu/campusweb/>) for each student at the conclusion of each course.

A student must make reasonable progress toward a degree. The College reserves the right to restrict or withdraw social privileges and to request the temporary or permanent withdrawal of any student who, in the judgment of the College, is not taking reasonable advantage of the opportunity in higher education.

ACADEMIC PROCEDURES

To make satisfactory progress toward a degree and to remain in good academic standing, a student must meet two criteria:

- Complete 67% of the credits attempted each semester.

<i>Hours Attempted</i>	<i>Requirement</i>
3	Three hours
6	Five hours
9	Seven hours
12	Eight hours
15	Ten hours

- Achieve the minimum cumulative grade point average indicated below for the number of hours earned.

<i>Class Standing</i>	<i>Credit Hours</i>	<i>Minimum Cumulative GPA</i>
Freshman	0-29	1.3
Sophomore	30-59	1.6
Junior	60-89	1.8
Senior	90-123	2.0

Students who fail to meet these requirements will be placed on Academic Probation and granted one semester to regain eligibility. Students will retain their eligibility for federal aid during this probationary period. A student will not be allowed to maintain Title IV eligibility beyond 185 attempted credit hours (150% of Limestone College's graduation requirements).

After being placed on probation, a student must complete four regular academic courses (12 semester hours) within one semester and achieve the appropriate Grade Point Average as stated above. Probation is automatically removed when the student achieves the appropriate Grade Point Average. If the student fails to achieve the appropriate Grade Point Average, the student will be suspended from the College.

Students who fail to achieve the minimum academic standards of the College will lose eligibility for Federal Aid.

The student who is suspended from the College and who loses Federal Aid will, however, be afforded the opportunity to appeal if there are mitigating circumstances. To appeal a suspension and loss of Federal Aid, the student must write to The Appeals Committee. The letter should be a very well written, typed, business letter. If the student is not familiar with writing a business letter he/she is advised to seek assistance. In the body of the letter, the student should explain why his/her Grade Point Average has fallen below the minimums, what he/she will do to ensure that the Grade Point Average will improve to meet the minimum standards, and request to be reinstated to the academic program and to receive Federal Title IV aid.

The decisions of The Appeals Committee are guided by the standards set by the Board of Trustees of Limestone College and the Federal Government mandate which states that a student who is not meeting minimum academic standards is not eligible to receive Title IV aid. The Appeal Committee will make one of three decisions. The three decisions are:

1. Denial - The student's suspension is upheld. When this decision is rendered, the student may reapply to The Appeals Committee after sitting out for one semester. After one semester, should the Committee's decision be to readmit the student, the student may or may not receive Title IV aid.
2. Readmit without Title IV aid.
3. Readmit with Title IV aid. To be readmitted with Title IV aid, the reason the student failed to meet minimum academic standards must involve an extenuating circumstance such as a death in the family, personal illness, auto accident resulting in personal injury to the student, or severe financial problems within the family which have caused undue stress on the student.

If the student is permitted to return to the College with or without Title IV aid, the student remains on probation, and has only one semester to meet minimum academic standards. Reasonable progress for part-time students is successful completion with a grade of "C" or better on 50% of all courses attempted each semester towards degree completion, with the cumulative grade point average indicated above.

Classification of students is based upon the number of credit hours which a student has earned. Students who have completed 30-59 semester hours of work towards degree completion shall be classified as sophomores. Students who have completed 60-89 semester hours of work towards degree completion shall be classified as juniors. Students who have completed 90 or more semester hours of work towards degree completion shall be classified as seniors.

Credit hours will be awarded when the student first completes the course successfully. If a student repeats a course, the Grade Point Average will be calculated on the higher grade, and only one of the two or more attempts will be calculated in the Grade Point Average.

GRADE APPEAL PROCESS

If a student receives a grade he/she believes is unearned, and the student wishes to appeal the grade, he/she must proceed in the following manner:

1. Meet with the instructor and attempt to resolve the issues concerning the grade. Either party may have a witness present and may tape record the meeting.
2. Meet with the Chair of the Division in which the student took the course, the Area Coordinator, if in The Extended Campus Classroom Program, or the Associate Director of Extended Campus, if in the Extended Campus Internet Program, to present the reasons and evidence for the appeal. If there was a problem with proctors or passwords, the student should contact the Extended Campus Office to resolve the issue instead of filing a grade appeal.

ACADEMIC PROCEDURES

3. Present a detailed written appeal to the Associate Vice President for Academic Affairs. Appeals must be submitted to the Associate Vice President for Academic Affairs. within 30 calendar days of the grade being assigned. If there was a problem with the proctors or passwords, the student will need to contact the Extended Campus Office.

Grade appeals will be considered for the following reasons:

1. The grade assigned was miscalculated according to the grading scale established for the course.
2. Grades were not assigned in accordance with the assignments, examinations, etc. as outlined in the course syllabus.
3. Students were not treated equally in terms of the manner in which grades were calculated for the course.

A decision concerning the grade appeal will be made as soon as possible, normally within 30 calendar days of submission to the Associate Vice President for Academic Affairs.

GRADE RELEASE POLICY

Grades are no longer mailed, but are available on the Campus Web secure website (<https://student.limestone.edu/campusweb/>) approximately one week after the class has ended. Grades will not be released to a student verbally or otherwise. Grades are never released over the telephone.

ACADEMIC CONDUCT POLICY

The full text of the Policies and Procedures for Academic Conduct can be found in the student handbook, The Gaslight (<http://www.limestone.edu/studenthandbook.pdf>)

OTHER REQUIREMENTS

A student must fulfill the Graduation Requirements, including the Verbal and Quantitative Skills Requirements, the General Education Requirements, the Critical Thinking Requirement, the Assessment Examinations, and the Application for Degree form for all Bachelor degrees and for all Associate degrees.

CLASS ATTENDANCE AND TARDINESS

DAY AND EXTENDED CAMPUS CLASSROOM FORMAT

Students are expected to attend all classes. When a student's absences exceed twenty percent (20%) of the total number of scheduled class periods in the semester or session, he student will not receive credit for the course and will be assigned a grade of "WF."

EXTENDED CAMPUS INTERNET FORMAT

Students are expected to communicate with the professor frequently. Attendance in an Internet course is defined as electronic communications with the professor. After the Drop/Add period, each student will be expected to communicate with the professor at least once a week. After two (2) weeks with no communication, the student will be dropped from the course. The professor will assign a grade of "WF" at the last date of attendance, which is the date of the last login.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Limestone College will attempt to make all reasonable accommodations for students with certified disabilities. Students who have a physical or learning disability that may impact their academic performance should inform their instructors at the beginning of each course.

Reasonable accommodations will be made upon presentation of documentation from a registered psychologist, psychiatrist, or physician. Students should submit their documentation to: Ms. Tina Pearsall, 105 Montgomery Building Limestone College, 1115 College Drive, Gaffney, SC 29340 (tpearsall@limestone.edu, 864-488-8377)

SCHEDULE CHANGES

Limestone College makes every effort to provide class schedules that meet the needs of students. Because of enrollment requirements and/or availability of faculty, however, Limestone College reserves the right to cancel classes. Students will be notified of any changes as soon as possible.

COURSE LOADS

A full-time student carries 12 or more credit hours per semester. Any nonresident student carrying less than 12 semester hours is considered to be part-time. A resident student must carry at least 12 semester hours (appeals for exceptions may be addressed to the Vice President for Academic Affairs and the Office of Student Services).

Day students maintaining a "B" average may be allowed to take up to 20 semester hours, at a charge of \$250.00 per credit hour for each hour over 17, with the permission of the Associate Vice President for Academic Affairs.

Extended Campus students maintaining a "B" average or better may be permitted to take more than one course in a scheduled term and may be permitted to take up to 27 semester hours in a semester. Students wishing to be enrolled in more than one Extended Campus classroom course or more than two Extended Campus Internet courses at any one time must receive permission from the Associate Vice President for Academic Affairs.

ACADEMIC PROCEDURES

Extended Campus students:

Students will be allowed to take one of the following during an Extended Campus session or term:

1. One Extended Campus classroom course, OR
2. Two internet courses, OR
3. One classroom course and one internet course.

Students with a cumulative GPA of 3.0 or above who have received written permission from the Associate Vice President for Academic Affairs for an overload will be allowed to take one of the following:

1. Two internet courses and one classroom course, OR
2. Three internet courses, OR
3. Two overlapping classroom courses (such as a regularly scheduled class and "modified" schedule class).

No student will be allowed to be enrolled in more than three Extended Campus courses at any one time.

Overload requests must be received in the Office of the Associate Vice President for Academic Affairs at least one week before the session or term begins.

With overload permission, a student may take up to a maximum of 27 semester hours in the fall semester and 27 semester hours in the spring semester.

Please note: If a student enrolls in an overload without the written permission of the Associate Vice President for Academic Affairs, he or she will be withdrawn from the class which caused the overload.

AUDITING CLASSES

A student may audit one course a semester with permission of the Vice President for Academic Affairs and the faculty member whose course is to be audited. Students auditing courses are required to register for the course and attend it regularly.

CREDIT BY EXAMINATION

Credit may be earned by degree seeking students by means of a special examination subject to the following requirements.

1. The student must apply in writing for the examination. A Day student's request must be approved by the student's advisor and the head of the department in which the course is taught. An Extended Campus student's request must be approved by the advisor and the Director of the Extended Campus Program. Application forms are available from the advisor, the Registrar's Office, or the Extended Campus Office.

2. A maximum of twenty-five percent (25%) of all degree requirements may be earned through credit by examination.
3. Academic divisions have the option of using a CLEP examination or an examination prepared in the division.
4. Credit cannot be earned by examination for any course in which a grade has been received nor for any course which has been audited.
5. To earn credit by examination, a student must obtain a score equivalent to a letter grade of "C" or better as determined by each academic department or obtain a passing score for a CLEP subject or general examination course as recommended by American Council on Education (ACE).
6. If the student attains an acceptable grade, he/she is awarded credit for the course, but not a grade. The credit hours are not counted in computing the student's grade point average. Unsuccessful attempts to earn credit by examination do not become a part of the student's permanent record.
7. A fee of \$30.00 per semester hour is charged for each Limestone College test. This fee is charged before the student takes the test and is non-refundable.
8. Courses for which a student earns credit by examination are considered transfer credits. Credit by examination is not included in the total earned credit hours for graduation honors.
9. Seniors who are graduating in May must request credit by examination no later than the first business day in February, or February 1, whichever is later. The examination must be completed for May graduates no later than March 15th.
10. Seniors who are graduating in December must request credit by examination no later than the first business day in October or October 1. The examination must be completed for December graduates no later than November 1st.

PROCEDURE FOR DROPPING A CLASS

Day Program: A student who wishes to drop a class may obtain a Course Withdrawal Form from the Registrar's Office and take it to the instructor and the advisor for approval. When a student withdraws from a course:

During the first week of classes (drop/add week), no grade will be assigned.

During the second week of classes through the end of the semester, the grade of "WP" or "WF" will be assigned.

The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course will result in a grade of "F." Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of "WP" from the Vice President for Academic Affairs.

ACADEMIC PROCEDURES

Extended Campus Classroom: In the Extended Campus classroom format, students must contact the instructor and the Extended Campus Office in Gaffney to drop a class. A Course Change Form will be completed by a staff member and given to the Enrollment Coordinator for the particular Extended Campus course(s) from which the student is withdrawing. When a student drops a course:

During the first and second class (drop/add period), no grade will be assigned. Also, the student will not be financially responsible for the class.

During the third through the last class sessions, a grade of "WP" or "WF" will be assigned. The student is financially responsible for the class.

Extended Campus Internet: In the Extended Campus Internet Program, students wishing to withdraw (before or after the Drop/Add period) from the course must contact the professor and the Extended Campus Office. Day students may not withdraw from an Extended Campus Internet course in terms 1, 2, 5, or 6 after the Day Program drop/add period without the written approval of the Associate Vice President for Academic Affairs. If a student cannot complete the course, and the Drop/Add period is over, the student's request to withdraw must be submitted prior to the course end date. Grades will be assigned and refunds will be given based upon the current Limestone College policy.

An initial email is required from each student to the professor by the end of the Drop/Add period. At that time the professor will notify the Extended Campus Office of students who have failed to send the required initial email, and the Extended Campus Office will drop the student.

WITHDRAWAL FROM COLLEGE

To withdraw from the College, the same rules apply as for withdrawal from a course. Students forced by illness or other hardship to withdraw from the College after the deadline may petition for a grade of "WP" from the Vice President for Academic Affairs. See the Financial Information section of the catalog for the Refund Policy.

Students who drop out of college for more than eighteen months, not including summer school, must fulfill the requirements of the catalog in effect when they re-enter.

EXTENSION/SUMMER SCHOOL WORK AT OTHER INSTITUTIONS

A student desiring to take course work as a transient student at another college must have his or her course approved in advance by the Registrar or the Vice President for Academic Affairs.

No more than a total of 15 semester hours of correspondence course credit will be accepted toward the associate or bachelor's degree.

DEAN'S LIST

Full-time students (minimum of twelve semester hours) receiving the grade of "A" on all of their courses will be included on the Dean's List at the conclusion of the Fall and Spring Semesters. The Dean's List for the Fall Semester will normally be published in January for both the Day and Extended Campus Programs. The Dean's List for the

Spring Semester will normally be published in July. Any missing grade or grades of I (Incomplete) or IP (In Progress) will prevent a student from being included on the Dean's List.

Full-time students (minimum of twelve semester hours) with a Grade Point Average of at least 3.75 with no failures or incompletes will be included on the Honor Roll. The Honor Roll for the Fall Semester will normally be published in January for both the Day and Extended Campus Programs. The Honor Roll for the Spring Semester will normally be published in July.

A student who withdraws from any course after four (4) weeks or who receives an "Incomplete" will not be included on the Dean's List or the Honor Roll.

GRADUATION WITH HONORS

To be eligible for honors at graduation a student must:

1. Complete 57 semester hours at Limestone College toward a baccalaureate degree. (Credit by examination is not included in the total earned credit hours for academic awards)
2. Attain the following Grade Point Average on all Limestone College work.

Summa Cum Laude 3.95 to 4.0

Magna Cum Laude 3.75 to 3.94

Cum Laude 3.50 to 3.74

The Faculty of Limestone College makes prestigious awards for outstanding academic achievement, leadership, and citizenship on Awards Day and at Commencement. These include the General Excellence Award in memory of Mary Wilks Thomas of the class of 1859, the W. B. and Louise Camp Academic Award established in 1974, and the General Excellence Extended Campus Classroom Award and the General Excellence Extended Campus Internet Award. Candidates for associate degrees are not eligible for any academic awards.

COURSE INFORMATION

Course numbers are designed to indicate the level of the content of the course. Generally subjects numbered 100 and 200 are introductory courses. Subjects numbered 300 and 400 are advanced courses. Subjects which are offered in the Honors Program have the designation "H" following the course number. Writing Intensive courses have the designation "W" following the course number.

Courses extending throughout the academic year are indicated by two numbers connected by a hyphen (101-102). Courses which have two numerals separated by a comma (101,102) indicate that the first semester is prerequisite for the second except by special permission of the instructor and approval of the Vice President for Academic Affairs.

ACADEMIC PROCEDURES

Credit hours are listed following each course description.

Course prerequisite(s) as stated within each course description is/are the required prerequisite(s) for that course.

Freshmen are not allowed to take 300-400 level courses without permission of the instructor.



DIVISION OF ARTS AND LETTERS

**DIVISION
OF ARTS AND
LETTERS**

The Division of Arts and Letters presents an opportunity to study Art, English, English/Theatre, French, Geography, German, History, Music, Musical Theatre, Philosophy, Religion, Spanish, and Theatre Arts.

Majors are offered in Art, English, History, Music, Musical Theatre, and, Theatre and various concentrations are offered within some of these majors. These degree requirements are described below and on the following pages.

Minors are offered in Art, Christian Education, Christian Studies, Church Business Administration, English, History, Music, and Theatre.

ART

The Art Department offers programs leading to the Bachelor of Arts degree in Studio Arts. The department also offers a major in Studio Art with a concentration in Graphic Design. The major in Studio Art focuses on the development of the individual student's artistic competency. The studio major concentrating in Graphic Design provides creative thinking and technical skills for a variety of career paths. These degree programs are designed to provide a solid foundation for work toward graduate degrees and art-related vocations.

The Art Department offers a minor in Art for those students interested in art, but desiring majors in other fields of study.

Advanced Placement (AP) credit may be accepted toward elective hours in art.

STUDIO ART MAJOR

Fifty-two semester hours, including the following:

Art 101, 102, 103, 120, 201, 203, 210, 211 or any three-dimensional course, Art 240, 250, 260, 303, 305, 470, 490, and nine hours of electives with six hours of art courses at the 300 level or above.

**GRAPHIC DESIGN
CONCENTRATION**

Fifty-two semester hours, including the following:

Art 101, 102, 103, 120, 200, 203, 210, 211 or any three-dimensional course, Art 240, 250, 260, 303, 305, and Art 214, 220, 320, 470, and 490.

This major requires 4 hours of Writing Intensive Courses.

ART MINOR

Twenty-one semester hours, including the following:

Art 101, 102 or 120, or 204, 203, 250, 260, and six semester hours of Art electives.

COURSE OFFERINGS IN ART

- AR 100 Studio Experiences
- AR 101 Basic Drawing and Composition
- AR 102 Figure Drawing
- AR 103W Fundamental Design and Color Theory
- AR 120 Introduction to Graphic Design: Software & Design
- AR 200 Photo - Imagery
- AR 201 Graphic Compositional Design
- AR 202 Water Color
- AR 203 Beginning Painting

ART/CHRISTIAN STUDIES

- AR 208 Fundamentals of Sculpture
- AR 210 Ceramics I
- AR 211 Ceramics II
- AR 213 Weaving and Fabric Crafts
- AR 214 Graphics Software
- AR 220 Computer Imagery
- AR 240 Art Appreciation
- AR 250 Prehistoric Art to Gothic Art
- AR 260 Renaissance Art to Modern Art
- AR 303 Advanced Oil Painting I
- AR 305 Printmaking and Design Techniques
- AR 320 Visual Communications
- AR 370 Contemporary Art History
- AR 403 Advanced Oil Painting II
- AR 440 Senior Seminar in Drawing
- AR 470 Studio Problems
- AR 480 Internship
- AR 490W Senior Art Exhibit

CHRISTIAN STUDIES

CHRISTIAN EDUCATION MINOR

For students who may be interested in teaching or working in church education, but do not plan to go on to seminary.

The Christian Education Minor consists of Religion 221, 222, 240, 245, 490, Education 355, and Psychology 204.

CHRISTIAN STUDIES MINOR

Eighteen semester hours, selected from the following:

- Religion 210, 221, 222, 225, 226, 235, and 240.

CHURCH BUSINESS ADMINISTRATION MINOR

For students who may be interested in working in church administration, but do not plan to go on to seminary.

Students must complete all of the courses listed below: Business Administration 207, 300, 350; Religion 222, 240, 480 and 481.

COURSE OFFERINGS IN CHRISTIAN STUDIES

- BA 207 Financial Accounting
- BA 300 Principles of Management
- BA 350 Leadership in Organizations
- ED 355 Principles of Effective Teaching in the Elementary Classroom
- PS 204 Human Growth and Development
- RE 180-181 Service Learning, Mission Work Seminar I
- RE 201W Science and Religion
- RE 210 World Religions
- RE 221 Old Testament
- RE 222 New Testament
- RE 225 Christian Heritage I
- RE 226 Christian Heritage II
- RE 235 History of Christian Missions
- RE 240 Models & Methods of Christian Leadership
- RE 245 Model and Methods of Christian Education Curriculum
- RE 280-281 Service Learning, Mission Work Seminar II
- RE 301 The Koran and The Bible
- RE 380-381 Service Learning, Mission Work Seminar III
- RE 401H A Study of Jesus
- RE 480-481 Service Learning, Mission Work IV

ENGLISH

ENGLISH MAJOR

An English major consists of thirty-three semester hours in 200-, 300-, and 400- level English courses, with at least 15 semester hours of this number to be in courses numbered 300 or above. These must include English 202 or 203, 204 or 205, 206, 302, 305 or 416, 310 or 311, 324, 331 or 418, 230 or 326, and 495. Students are also required to complete six semester hours of the same foreign language. This major requires 21 hours of Writing Intensive Courses.

WRITING CONCENTRATION

An English major with a writing concentration consists of eighteen hours from among the following courses: English 215, 230 (may be repeated for up to a total of nine hours), 231, 326, 299, (only when listed as Screenwriting), and Theatre 308.

ENGLISH EDUCATION MAJOR

A. General Education

English

See Area of Specialization below.

Social Sciences

History 110 or 111; History 112 or 113

Interdisciplinary 100

Science

Biology 101 or 102 and one course from the following: Chemistry 105, Science 101 or 130, Physics 201

Mathematics

Mathematics 110

Computer Science

Computer Science 102, 209

Fine Arts

Art 240 and Music 205

Religion and Philosophy

(3 semester hours required)

Psychology

Nine hours of possible 12: Psychology 101, 204, 309, 320

Physical Education

Two Physical Education Activity Courses

Foreign Language

Two courses of the same language

B. Professional Education

Education 200, 301, 302, 304, and 310; English 452; Psychology 101, 204, 309, and 320.

C. Area of Specialization

English 101, 102, and 105. Thirty-nine hours in 200- or 300-level courses including English 202 or 203, 204 or 205, 206, 302, 305, 310, 311, 324, 326, 327, 329, 416 or 418, and 430

This major requires 21 hours of Writing Intensive Courses.

**REQUIREMENTS FOR TEACHER
CERTIFICATION IN ENGLISH IN
SOUTH CAROLINA
(GRADES 9-12)**

A. A Bachelor's degree.

B. Completion of required courses in an approved English Education Program.

C. Passing scores on the Praxis II tests required by South Carolina.

ENGLISH/THEATRE

ENGLISH MINOR

An English minor consists of eighteen semester hours in 200, 300, and 400-level English courses, with at least nine semester hours of this number to be in courses numbered 300 or above.

COURSE OFFERINGS IN ENGLISH

EN 000 Learning Skills Laboratory
 EN090 Developmental Reading and Study Skills
 EN 091 Developmental Writing
 EN 101W Freshman Composition
 EN 102W Expository Prose
 EN 103HW Honors Writing Seminar
 EN 105 Fundamentals of Public Speaking
 EN 201W Experiences in Literature
 EN 201HW Experiences in Literature
 EN 202W Major British Authors I
 EN 203W Major British Authors II
 EN 204W Major American Authors I
 EN 205 Major American Authors II
 EN 206W Continental European Literature
 EN 207 Writing Center Practicum
 EN 212W Drama Appreciation
 EN 213 Performance Studies
 EN 215W Business Communication
 EN 220W American Women Writers
 EN 230W Creative Writing
 EN 231 Technical and Professional Writing
 EN 240W Introduction to Film
 EN 240HW Introduction to Film
 EN 302W Shakespeare
 EN 305W Introduction to the British Novel
 EN 306 Victorian Literature
 EN 310W Contemporary Literature of the Non-Western World

EN 311W Studies in African-American Literature
 EN 312 Southern American Literature
 EN 324 Literary Criticism
 EN 326W Advanced Composition, Rhetoric, and Style
 EN 327 Studies in English Language
 EN 328 Literature for Children
 EN 329 Literature for the Adolescent
 EN 331 Studies in Contemporary Drama
 EN 340W Topics in Film
 EN 340HW Topics in Film
 EN 416 W Studies in Modern Poetry
 EN 416HW Studies in Modern Poetry
 EN 418HW Studies in Modern Fiction
 EN 430 Methods of Teaching Language Arts in the Secondary School
 EN 452 Directed Student Teaching
 EN 490 English Internship
 EN 495 Senior Project

ENGLISH/THEATRE

ENGLISH/THEATRE MAJOR

A English/Theatre major emphasizes traditional English skills such as writing, critical thinking, and literary analysis, as well as performance skills including acting, directing, and design. The English/Theatre student is uniquely prepared for a number of careers that involve strong communication and writing abilities. The English/Theatre student will be prepared to pursue a professional career in Theatre or continue to graduate studies in Theatre. The English Department already offers a minor in Theatre for those students interested in Theatre but desiring majors in other fields of study. This major requires 21 hours of Writing Intensive Courses.

ENGLISH/THEATRE/HISTORY

A English/Theatre major consists of 51 hours of course work. The components of the 51 hours are as follows:

English 201, 302, 331, Theatre 101, 102, 103, 110, 111 (repeat 3 times), 202, 307, 308.

Two from the following: Theatre 302, 307, 309, or 480.

In addition, students would take two of the following courses:

English 205, 230, 305, 310, 311, or 324; and two semesters of a foreign language.

HISTORY

HISTORY MAJOR

A History major consists of a minimum of 36 semester hours in the discipline. The components of the 36 hours are as follows:

Survey Courses (12 hours):

History 110, 111, 112, 113.

Upper-Level Courses (18 hours). All students must take History 214. The remaining five classes must be numbered 200 or above. Of these five courses, students will choose three from American and two from non-American history, or vice versa.

History 400, History Research Seminar (3 hours): (Only offered in the Fall Semester)

History 401, History Research Project (3 hours): (Only offered in the Spring Semester)

This major requires 12 hours of Writing Intensive Courses.

PRE-LAW CONCENTRATION

The History major with a Pre-Law concentration requires students to complete 42 semester hours consisting of a 24 semester hour core and 18 semester hours of electives.

Core Courses (24 hours)

History 112, 113, 214, 303, 350, Political Science 242, Business Administration 315, Philosophy 210 or 211

Elective Courses: (18 hours)

Professional Electives: (Choose three of the following courses)

Business Administration 207, 208, or 316, Economics 203 or 204, Political Science 341

Humanities Electives: (Choose three of the following courses)

English/Business Administration 215, English 310 or 326, Philosophy/Business Administration 310

HISTORY MINOR

For a minor in History, 18 semester hours are required. Twelve of these hours must be earned at the 300 level or above. Students may earn three of the upper-level hours by taking either Art 250, 260, or 370 (Prehistoric Art to Gothic Art, Renaissance Art to Modern Art, or Contemporary Art History) or Music 305, 306, and 307 (Medieval-Baroque Music History, Classical-Romantic Music History, and Modern/Non Western Music History).

HISTORY/MUSIC

COURSE OFFERINGS IN HISTORY

- HI 110W-111W World Civilization
- HI 110H W-111HW World Civilization
- HI 112HW United States History I
- HI 113W United States History II
- HI 214H Non-Western Civilizations
- HI 303W Critical Issues of the New Millennium
- HI309HW Holocaust Studies
- HI 310W Classical Greece and Rome
- HI 311W Medieval and Early Modern Europe
- HI 312W European History from the French Revolution to the Present
- HI 320 History of Business and Technology
- HI 321HW The Birth and Death of the Soviet Union
- HI 325W Latin American History
- HI 334W The American South
- HI 338 African American History
- HI 339 U. S. Foreign Policy
- HI 341 Colonial and Revolutionary American
- HI 342 Jeffersonian and Jacksonian American
- HI 343The Civil War and Reconstruction
- HI 344 America between the Gilded Age and The Second World War
- HI 345 America in Recent Times
- HI 350 United States Economic History
- HI 400W Research Seminar
- HI 401 History Research Project

MUSIC

Important Notice: Additional requirements for the music major are found in the Music Department Handbook which may be obtained from the Department Chair.

The Limestone College Department of Music, in accordance with the College's liberal arts philosophy and mission, provides a wide range of musical experiences and educational opportunities for students pursuing professional studies in music, liberal studies in music, and for students seeking personal enrichment through music. The mission of the Music Department at Limestone College is to provide the highest quality education possible for the music major pursuing a career as a performer, educator, and scholar. The Music Department mission for the non-music major is to have the student gain an understanding of music as it relates to the liberal arts tradition and as a part of human culture and experience. Three programs are offered:

The Bachelor of Arts Degree in Music provides a broad base for any number of career options. This degree is primarily for those intending to pursue a career in music with advanced study at the graduate level.

The Bachelor of Arts Degree in Music Education provides the proper training for a teaching career. Covering a wide range of disciplines, the course of study provides the future music educator with the knowledge, skills, understanding, and attitudes necessary for becoming a successful teacher of music.

The Bachelor of Arts Degree in Music with a concentration in Jazz Studies provides additional training, skills, and techniques in the jazz idiom as preparation for graduate studies in jazz or as preparation in various commercial musical fields.

Music instruction is also available for the non-music major who wishes to develop their musical knowledge for personal enjoyment. Applied music is offered in brass, woodwind, percussion, piano, organ, and voice. All private study in music must be approved by the Coordinator of the Music Department. Appropriate fees will be charged.

A variety of music ensembles are open to all students by audition or with consent of the instructor. Participation scholarships are available to those registered for the course.

Limestone College is an accredited institutional member of the National Association of Schools of Music.

GENERAL REQUIREMENTS

Entrance Examination

All incoming freshmen music majors must undergo an entrance examination in order to determine their knowledge of music theory, and to evaluate basic musicianship such as aural skills. Success on this examination may permit the student to exempt Music 119, Fundamentals of Music Theory. Performance on the examination will not prevent a student from becoming a music major. In addition, all students will take a piano proficiency pre-examination in order to determine proper placement in the piano class sequence.

Piano Proficiency

All music students are required to pass a piano proficiency examination. This examination is generally given upon successful completion of required piano classes, but may be taken at any point in the class piano sequence.

Those failing this examination must continue class piano study or private study until the proficiency is passed. The requirements of the proficiency may be found in the *Music Department Handbook*.

Ensemble Participation

Participation in the appropriate principal ensemble is required of every music student each semester of enrollment, unless registered for Music 452 or 453.

Music Seminar/Recital Attendance

All music majors are required to attend the weekly seminars and various student, faculty, and guest artist recitals. Only one absence will be permitted during a semester. Excessive absences will result in the lowering of the student's applied lesson grade and may jeopardize the music scholarship award.

Junior Qualifying Examinations

Music students are required to pass a Junior Qualifying Examination at the end of their sophomore year, or fourth semester of college study, demonstrating an appropriate level of proficiency in their applied area. Detailed requirements may be found in the *Music Department Handbook*.

Recital Requirements

Music students are required to perform in a student recital each semester they are enrolled in applied study. All music students are required to present a half-recital (30 minutes minimum) in their Senior year. All formal recitals are auditioned by the music faculty at least one month prior to their presentation.

MUSIC

Students are expected to play a complete program at their pre-hearing, which will be judged by the faculty on a pass-fail basis. The student must pass the pre-hearing in order to gain approval to schedule the recital. Students may perform only one pre-hearing per semester. Letter grades will be given by the music faculty following the formal recital.

Exit Examination

The recitals presented in partial fulfillment of the Bachelor of Arts Degree with a major in Music and the Bachelor of Arts Degree in Music Education are considered Exit Examinations in the applied music area. Music education majors should also consult the catalog for exit requirements of the Teacher Education Program. In addition, all music degree candidates are required to take a written Exit Examination which is given during the first week of the final semester of the student's program of study.

MUSIC MAJOR

Requirements for the Bachelor of Arts in Music include the following:

A passing score on the Departmental Entrance Examination or successful completion of Music 119.

Music 129, 139, 229, 239, 305, 306, 307, 329, 339

Music 102, 103 (or successful completion of the Piano Proficiency Examination)

Music 310 and 320 or 410

Applied lessons (4 semesters at the 200-level, 3 semesters at the 300-level and the senior recital.);

Primary music ensemble (four credit

hours, participation required each semester)

Secondary music ensembles (2 credit hours, participation required each semester)

Music and general elective courses

This major requires 3 hours of Writing Intensive Courses.

MUSIC MAJOR/JAZZ CONCENTRATION

In addition to the required courses for Music Majors listed above, the following courses are also required (14 semester hours):

Music 111(1 hour) (must be taken a minimum of 4 semesters), 125 (2 hours), 260 (1 hour), 325 (3 hours), 360 (1 hour), and 415 (3 hours)

Music majors seeking a degree with a concentration in jazz studies will also have the following additional requirement:

1. Senior Recital - The Senior Recital for this concentration must be a minimum of 45 minutes of music. 30 minutes must be devoted to art music and a minimum of 15 minutes to music of the jazz idiom. The student may choose to perform up to 30 minutes of jazz if desired.

Note: A student who desires a degree in Music Education may still receive a Concentration in Jazz Studies (primarily for graduate level study in preparation for a college instructional career), but with the understanding that the degree program will require five years to complete.

MUSIC EDUCATION MAJOR

Requirements for the Bachelor of Arts Degree in Music Education include the following:

A. General Education

English 101, 102, 105, 201

Social Sciences

History 110 or 111; History 112 or 113; and one course from the following: Economics 203, 204, or 211, Geography 211, Political Science 242, Sociology 201 or 202

Interdisciplinary 100

Science

Biology 101 or 102; Computer Science 102; and one course from the following: Chemistry 105, Science 101 or 130, Physics 201

Mathematics 110

Fine Arts

Art 240

Religion and Philosophy

(3 semester hours required)

Physical Education

Two Physical Education activity courses

B. Professional Education

Education 200, 301, 302, and 310;

Music 333, 400, 452, or 453; Psychology 101, 204, 309, and 320

C. Area of Specialization

Vocal/Choral Emphasis

A passing score on the Departmental Entrance Examination or successful completion of Music 119. Music 129, 139, 229, 239, 329, 305, 306, and 307, 339, ; Music 102, 103, 203, and 204 (or successful completion of the Piano Proficiency Examination); Music 214, 215, 216, 217 and 312; Music 310, 311 or 313 and 320 or

410; Applied lessons (each semester; 4 semesters at the 200-level, 2 semesters at the 300-level and the senior recital.); Primary music ensemble (four credit hours, participation required each semester); Secondary music ensembles (two credit hours, participation required each semester); Piano (four credit hours total, which includes the Class Piano sequence; substitute Voice for Piano and Organ Principals); Successful completion of the Piano Proficiency Examination.

Instrumental Emphasis

A passing score on the Departmental Entrance Examination or successful completion of Music 119. Music 129, 139, 229, 239, 329, 305, 306, and 307, 339; Music 102, 103, 203, and 204 (or successful completion of the Piano Proficiency Examination); Music 213, 214, 215, 216, and 217; Music 310, 311, and 320 or 410; Applied lessons (each semester; a minimum of seven credit hours including the Senior Recital); Primary music ensemble (four credit hours, participation required each semester); Secondary music ensembles (two credit hours, participation required each semester); Piano (four credit hours total, which includes the Class Piano sequence); successful completion of the Piano Proficiency Examination.

This major requires 9 hours of Writing Intensive Courses.

MUSIC

REQUIREMENTS FOR TEACHER CERTIFICATION IN MUSIC IN SOUTH CAROLINA

(GRADES K-12)

- A. A Bachelor's degree.
- B. Completion of required courses in an approved Music Education Program.
- C. Passing scores on the Praxis II tests required by South Carolina.

MUSIC MINOR

A minor in Music consists of the following:

Music 119 or a passing score on the Departmental Entrance Examination, 129, and 139; any one of Music 205, 305, 306, or 307; four credit hours of applied music (200 level); four credit hours of ensembles.

COURSE OFFERINGS IN MUSIC

Applied instruction (private lessons) is offered to all music majors for one hour credit and to non-music majors for 0.5 hour credit in the study of voice, keyboard, brass, woodwind, and percussion. Contact any member of the music faculty for further information.

Music students must have successfully completed the required piano proficiency before registering for applied piano lessons.

Participation in the appropriate ensemble is a co-requisite for all applied lessons for all students majoring and minoring in music.

NUMBERING SYSTEM FOR APPLIED MUSIC COURSES

Instrument or Voice	Non-Major 0.5 Hour Credit
Keyboard	MU 151-1 Piano MU 151-2 Organ
Voice	MU 152
Woodwind	MU 154-1 Flute MU 154-2 Oboe MU 154-3 Bassoon MU 154-4 Clarinet MU 154-5 Saxophone
Brass	MU 155-1 Trumpet MU 155-2 French Horn MU 155-3 Trombone MU 155-4 Euphonium MU 155-5 Tuba
Percussion	MU 156
Guitar	MU 157
Instrument or Voice	Freshman-Sophomore 1 Hour Credit
Keyboard	MU 251-1 Piano MU 251-2 Organ
Voice	MU 252
Woodwind	MU 254-1 Flute MU 254-2 Oboe MU 254-3 Bassoon MU 254-4 Clarinet MU 254-5 Saxophone
Brass	MU 255-1 Trumpet MU 255-2 French Horn MU 255-3 Trombone MU 255-4 Euphonium MU 255-5 Tuba
Percussion	MU 256
Guitar	MU 257
Other	MU 260

MUSIC

Instrument or Voice	Junior-Senior 1 Hour Credit
Keyboard	MU 351-1 Piano MU 351-2 Organ
Voice	MU 352
Woodwind	MU 354-1 Flute MU 354-2 Oboe MU 354-3 Bassoon MU 354-4 Clarinet MU 354-5 Saxophone
Brass	MU 355-1 Trumpet MU 355-2 French Horn MU 355-3 Trombone MU 355-4 Euphonium MU 355-5 Tuba
Percussion	MU 356
Guitar	MU 357
Other	MU 360

*(Applied Music Fee charged for
above courses)*

- MU 100 Class Piano for the
Non-Music Major
- MU 101 Class Voice for the Non-Major
- MU 102 Class Piano I
- MU 103 Class Piano II
- MU 104 Class Guitar
- MU 105 Chorus
- MU 106 Vocal Ensemble
- MU 107 Show Choir
- MU 108 Jazz Combo
- MU 110 Wind Ensemble for the Non-
Music Major
- MU 111 Jazz Ensemble
- MU 112 Woodwind Ensemble
- MU 113 Brass Ensemble
- MU 114 Percussion Ensemble
- MU 115 Guitar Ensemble
- MU 116 Piano Ensemble
- MU 119 Fundamentals of Music Theory
- MU 125 Jazz Improvisation I
- MU 126 Jazz Improvisation II

- MU 129 Beginning Aural Skills
- MU 135 History and Theory of Music II
- MU 139 Music Theory I
- MU 202 Chorus
- MU 203 Class Piano III
- MU 204 Class Piano IV
- MU 205W Music Appreciation
- MU 205HW Music Appreciation
- MU 206 Music in America
- MU 210 Wind Ensemble for the
Music Major
- MU 213W Vocal Techniques and Diction
- MU 214 Woodwind Techniques
- MU 215 String Techniques
- MU 216 Brass Techniques
- MU 217 Percussion Techniques
- MU 225 Jazz Pedagogy
- MU 229 Intermediate Aural Skills
- MU 230 History and Theory of Music III
- MU 235 History and Theory of Music IV
- MU 239 Music Theory II
- MU 260 Applied Jazz Improvisation I
- MU 305W Medieval-Baroque Music
History
- MU 306W Classical-Romantic Music
History
- MU 307W Modern/Non-Western Mu-
sic History
- MU 310 Basic Conducting
- MU 311 Instrumental Conducting
- MU 312W Advanced Vocal Techniques
and Diction
- MU 313 Choral Conducting
- MU 320 Music Composition
- MU 321 Hymnology
- MU 325 Jazz History
- MU 329 Advanced Aural Skills
- MU 333W General and Elementary
Music Methods
- MU 339 Music Theory III
- MU 360 Applied Jazz Improvisation II
- MU 400W Materials and Methods of
Teaching Secondary Music
- MU 410 Orchestration and Arranging

MUSIC/THEATRE

- MU 415 Jazz Composition and Arranging
 MU 452 Supervised Teaching - Vocal/Choral-General
 MU 453 Supervised Teaching - Instrumental-General
 MU 491-497 Senior Recital
 ED 352 Fine Arts for the Elementary Education Teacher

The following course numbers are to be used for the specific area of emphasis:

- MU 491 Senior Recital, Piano
 MU 491-2 Senior Recital, Organ
 MU 492 Senior Recital, Voice
 MU 494-1 Senior Recital, Flute
 MU 494-2 Senior Recital, Oboe
 MU 494-3 Senior Recital, Bassoon
 MU 494-4 Senior Recital, Clarinet
 MU 494-5 Senior Recital, Saxophone
 MU 495-1 Senior Recital, Trumpet
 MU 495-2 Senior Recital, Horn
 MU 495-3 Senior Recital, Trombone
 MU 495-4 Senior Recital, Tuba
 MU 496 Senior Recital, Percussion
 MU 497 Senior Recital, Guitar

THEATRE

THEATRE MAJOR

The Theatre major develops performance and production skills including acting, directing, and design. The Theatre major prepares students to pursue a professional career in Theatre or continue on to graduate studies in theatre. The Theatre major consists of 48 hours of course work. The components of the 48 hours are as follows:

English 302, Theatre 101, 102, 103, 110, 111 (repeat 3 times), 201, 202, 307, 308, 401, and 480.

Two from the following: English 331; Theatre 299, 301, 302, 309, 407

In addition, students must take two semesters of the same foreign language. This major requires 12 hours of Writing Intensive Course.

THEATRE MINOR

A Theatre minor consists of eighteen semester hours, including the following:

Theatre 101, 102, 103, 110, and two of the following courses: Theatre 202, 307, or 308.

COURSE OFFERINGS IN THEATRE

- TH 101W Drama Appreciation
 TH 102 Acting: Basics
 TH 103W History of Theatre
 TH 110 Fundamentals of Play Production
 TH 111 Experiential Theatre
 TH 201W Performance Studies
 TH 202 Acting: Performance, Auditioning, and Voice
 TH 203 Improvisation
 TH 301 Gender, Race, and Performance
 TH 302 Acting: Style
 TH 303 Musical Theatre-History and Performance
 TH 307 Directing
 TH 308 Playwriting
 TH 309 Advanced Stage Design
 TH 401W Dramatic Criticism
 TH 407 Advanced Directing
 TH 480 Student Production Lab

MUSICAL THEATRE/COMM./FRENCH/GEO./GER./PHILOSOPHY/SPANISH

MUSICAL THEATRE

MUSICAL THEATRE MAJOR

A Musical Theatre major provides students with performance and production skills including acting, singing, and advanced vocal techniques. Students gain knowledge of the fundamental elements of music, directing, and design. The Musical Theatre student will be prepared to pursue a professional career in Musical Theatre or continue on to graduate studies in theatre.

The Musical Theatre Major consists of 53 hours of course work. Course work exposes students to vocal training, theatre history and literature, acting and directing, playwriting, and design.

The following courses in Theatre are required:

Theatre 101, TH 102, TH 103, TH 110, TH 111, TH 203, TH 307, TH 303, and TH 490;

Students also must take the following courses in Music:

Music 102/103, MU 119, MU 129, MU 139, MU 229, Ensembles and Applied Voice (at the 200 level).

Two of the following dance courses are required: Physical Education 135, PE 136, PE 137, or PE 138

COURSE OFFERINGS IN COMMUNICATIONS

(Offered at selected sites for teacher recertification.)

CM 401 Visual Communication
 CM 402 Scholastic Journalism
 CM 403 Advanced Layout and Design
 CM 404 Technology for Teachers
 CM 404A Powerpoint for Teachers

CM 404B Excel for Teachers
 CM 404C Word for Teachers
 CM 404D Web Page Design (Front-Page) for Teachers
 CM 404E Photoshop for Teachers
 CM 404F Publisher for Teachers

COURSE OFFERINGS IN FRENCH

FR 101 Elementary French I
 FR 102 Elementary French II
 FR 201 Elementary French I
 FR 202 Elementary French II

COURSE OFFERINGS IN GEOGRAPHY

GE 211 Economic Geography

COURSE OFFERINGS IN GERMAN

GR 101 Elementary German I
 GR 102 Elementary German II

COURSE OFFERINGS IN PHILOSOPHY

PL 201 Introduction to Philosophy
 PL 210 Basic Systems of Logic
 PL 211 Contemporary Ethical Issues
 PL 310H Ethical Issues in the Workplace

COURSE OFFERINGS IN SPANISH

SP 101 Elementary Spanish I
 SP 102 Elementary Spanish II
 SP 105 Conversational Spanish
 SP 201 Intermediate Spanish I
 SP 202 Intermediate Spanish II

DIVISION OF NATURAL SCIENCES

The Division of Natural Sciences presents an opportunity to study Biology, Chemistry, Computer Science, Mathematics, Physics, and Science.

Majors are offered in Biology, Chemistry, Computer Science, and Mathematics in preparation for graduate or professional school programs. Various concentrations are also offered within these disciplines. These degree requirements are described below and in the following pages.

Minors are offered in Biology, Chemistry, Computer Science Internet Management, Computer Science E Business, Computer Science Software Applications, and Mathematics.

It is recommended that students majoring in Biology or Mathematics study a foreign language.

BIOLOGY

BIOLOGY MAJOR

A Biology major consists of a minimum of 36 hours of Biology and 19 hours of Chemistry. Mathematics 122 and Physics 201-202 are recommended for Biology majors. The required courses in Biology and related areas include the following:

Biology 101,102, 202, 203, 206, 307, 308, 310, and 430; Chemistry 110-111 and 303, 304 and 440 (Chemistry 440 is cross-listed as BI 440).

This major requires 4 hours of Writing Intensive Courses.

BIOLOGY MINOR

Twenty semester hours of any Biology courses.

COURSE OFFERINGS IN BIOLOGY

- BI 101 Introduction to Biology I
- BI 102 Introduction to Biology II
- BI 107 Environmental Science (w/o Lab)
- BI 108 Environmental Science (w/ Lab)
- BI 113W Human Biology
- BI 114W Human Biology (w/Lab)
- BI 202H Evolutionary Survey of the Animal Kingdom
- BI 203 Evolutionary Survey of the Plant Kingdom
- BI 205H Human Anatomy
- BI 206H Human Physiology
- BI 208 Forensic Biology
- BI 303H Comparative Anatomy
- BI 307 Microbiology
- BI 308 Molecular Cell Biology
- BI 310 Genetics
- BI 312 Anatomy and Physiology of Vascular Plants
- BI 430W Ecology
- BI 440/440H Biochemistry
- BI 480 Undergraduate Research

CHEMISTRY

CHEMISTRY MAJOR

A Chemistry major consists of a minimum of 32 semester hours in Chemistry courses. The required courses in Chemistry and related areas include the following:

Chemistry 110-111, 201, 303-304, 401-402, 404; Mathematics 122, 205-206; and Physics 201-202

This major requires 4 hours of Writing Intensive Courses.

CHEMISTRY MINOR

The following twenty semester hours are required: Chemistry 110, 111, 201, 303, and 304 or 404

COURSE OFFERINGS IN CHEMISTRY

CH 100 Fundamentals of Chemistry
 CH 105 Essentials of Chemistry
 CH 110-111 General Chemistry
 CH 201W Quantitative Analysis
 CH 303-304 Organic Chemistry
 CH 401-402 Physical Chemistry
 CH 404 Instrumental Analysis
 CH 440/440H Biochemistry
 CH 480 Undergraduate Research

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

A computer science major with several possible concentrations, three minors, and three associate degree programs are available within the Department of Computer Science and Information Technology (CST). Some of the major concentrations are designed to prepare students for certification examinations.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY MAJOR

The Computer Science and Information Technology curriculum offers the student an opportunity to develop a concentration in one of the following areas:

Programming

Computer and Information Systems
 Security

Information Technology

Internet Management-Database

Internet Management-EBUSINESS

Internet Management-Web Development

This major requires 3 hours of Writing Intensive Courses.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY CORE COURSES

For all Computer Science and Information Technology Major Concentrations, students are required to take the following courses:

CST 091 (if determined by placement exam)
 CST 102, 103, 105, 110, 201

PROGRAMMING CONCENTRATION

A Computer Science Programming concentration consists of 51 semester hours in CST and Mathematics courses. The following courses are required:

Computer Science Core, CST 205, 206, 303, 306, 330, 360, 403, 440, 470, Mathematics 150 or 205, Mathematics 302; plus one elective CST course.

COMPUTER AND INFORMATION SYSTEMS SECURITY CONCENTRATION

A Computer and Information Systems Security concentration consists of 48 semester hours in CST courses. The following courses are required:

Computer Science Core, CST 205, 221, 321, 322, 325, 421, 422, 423, 425, 470, plus one elective CST course.

INFORMATION TECHNOLOGY CONCENTRATION

An Information Technology concentration consists of 57 semester hours in CST, Business Administration, and History courses. The following courses are required:

COMPUTER SCIENCE

Computer Science Core, BA 315, 317; HI/CST 320; CST 205, 210, 211, 212, 214, 304, 305, 310, 405, 441, 470.

INTERNET MANAGEMENT DATABASE CONCENTRATION

An Internet Management-Database concentration consists of 51 semester hours in CST courses. The following courses are required:

Computer Science Core, CST 205, 227, 234, 236, 242, 326, 330, 335, 431, 432, 435, 470.

INTERNET MANAGEMENT: E-BUSINESS CONCENTRATION

An Internet Management-EBusiness concentration consists of 51 semester hours in CST courses. The following courses are required:

Computer Science Core, CST 205, 227, 234, 236, 242, 328, 330, 331, 335, 429, 431, 470.

INTERNET MANAGEMENT-WEB DEVELOPMENT CONCENTRATION

An Internet Management-Web Development concentration consists of 51 semester hours in CST courses. The following courses are required:

Computer Science Core, CST 205, 227, 234, 236, 242, 330, 331, 335, 340, 431, 435, 470.

E-BUSINESS MINOR

The Business minor requires a minimum of 24 semester hours and completion of course requirements with a minimum 2.0 GPA.

Twenty-four semester hours, including the following:

BA317; BA/CST 342; CST 103, 110, 227, 234, 328, 429

COMPUTER SCIENCE SOFTWARE APPLICATIONS MINOR

The Computer Science Software Applications minor requires a minimum of 18 semester hours and completion of course requirements with a minimum 2.0 GPA.

Eighteen semester hours, including the following:

CST 102, 103, 105, 210, 211, and CST 212 or 214.

COMPUTER SCIENCE INTERNET MANAGEMENT MINOR

The Computer Science Internet Management minor requires a minimum of 18 semester hours and completion of course requirements with a minimum 2.0 GPA.

Eighteen semester hours, including the following:

CST 102, 103, 105, 234, 242, 335.

COMPUTER SCIENCE ASSOCIATE DEGREES

Computer Information Technology

A student desiring an associate degree in Computer Information Technology must complete 21 hours in CST courses as follows:

CST 102, 103, 105, 210, 211, 212, plus one course from Computer Science 205, 214, or 234

The remaining courses for a minimum total of 62 semester hours may be selected from any of the courses listed in the catalog with the concurrence of the student's faculty advisor.

Computer Science Internet Management

A student desiring an associate degree in Computer Science Internet Management must complete the General Education Requirements and the following courses:

Business Administration/CST 102, CST 103, 105, 234, 236, and 242.

The remaining courses for a minimum total of 62 semester hours may be selected from any of the courses listed in the catalog with the concurrence of the student's faculty advisor.

Computer Science Programming

A student desiring an associate's degree in Computer Science Programming must complete 21 semester hours in computer science and mathematics courses as follows:

CST 103, 105, 201, 110, 205, and 211. MA 115 or 122.

The remaining courses for a minimum total of 62 semester hours may be selected from any of the courses listed in the catalog with the concurrence of the student's faculty advisor.

**COURSE OFFERINGS IN
COMPUTER SCIENCE**

- CST 091 Computer Literacy
- CST 102 Microcomputer Applications
- CST 103H Basic Concepts of the Internet and the World Wide Web
- CST 105 Introduction to Computer Science
- CST 110 Survey of Programming Languages
- CST 201 Operating Systems and Networking Fundamentals
- CST 205 Programming I: Imperative Programming

- CST 206 Programming II: Object Oriented Paradigm
- CST 209 Multimedia in the Classroom
- CST 210 Word Processing and Desktop Publishing Software
- CST 211 Database Software
- CST 212 Spreadsheet Software
- CST 214 Presentation Software
- CST 221 Network Security Fundamentals
- CST 227 E-Business Technologies
- CST 234 Web Page Development
- CST 236 Introduction to Scripting
- CST 242 Internet/Intranet Management
- CST 303 Programming III: Advanced Algorithms and Data Structures
- CST 304 Information Systems Analysis and Design
- CST 305 Database Management
- CST 306 Programming: IV: Advanced Programming
- CST 310 Office Application Programming VBA
- CST 320 History of Business and Technology
- CST 321 Implementing Network Defense and Countermeasures
- CST 322 Implementing Internet/Intranet Firewalls
- CST 325 Implementing Operating Systems and Application Security
- CST 326 Internet Database I: DBMS
- CST 328 E-Business Applications Development
- CST 330 Internet Programming II
- CST 331 Internet Programming III
- CST 335 Web Development Tools
- CST 340 Internet Graphics
- BA/CST 342 Internet Marketing
- CST 360 Programming V: Design and Structure of Programming Languages
- CST 403 Theory of Computation

COMPUTER SCIENCE/MATHEMATICS

CST 405 Database Programming
CST 421 Computer Forensics
CST 422 Disaster Recovery and Backup
CST 423 Security Policy and Procedures
CST 425 Internet Security
CST 429 E-Business Operations and Management
CST 431 Internet Site Operations
CST 432 Internet Database II: Scripting
CST 435 Internet Programming IV
CST 440 Project Management for Programmers
CST 441 Project Management for Information Technology
CST 449 Special Topics in Internet Management
CST 470 Capstone Project
CST 490 Computer Science Internship

MATHEMATICS

Two majors in mathematics are offered: a Bachelor of Science in Mathematics, and a Bachelor of Science in Mathematics Education.

The following courses are required for a Bachelor of Science in Mathematics:

General Education courses as outlined in the Catalog and:

Mathematics 160, 200, 205, 206, 301, 302, 304, 307, 308, 317, 320, 425 and:

One course from the following: Mathematics 310, 415, 426, Computer Science 403.

All mathematics major and minor subject area courses must be passed with a "C" or better.

This major requires 3 hours of Writing Intensive Courses.

MATHEMATICS EDUCATION MAJOR

The following courses are required for a Bachelor of Science and certification in South Carolina for teaching mathematics in grades 9-12:

A. General Education
English 101, 102, 105, 201

Social Sciences

History 110 or 111; History 112 or 113; and one course from the following: Economics 203, 204, or 211, Geography 211, Political Science 242, Sociology 201 or 202

Interdisciplinary 100

Science

Biology 101 or 102 or 114

Computer Science

Computer Science 102

Mathematics

See Area of Specialization below.

Fine Arts

Art 240 and Music 205

Religion and Philosophy
(3 semester hours required)

Physical Education

Two Physical Education Activity Courses

B. Professional Education

Education 200, 301M, 302M, 304, and 310; Mathematics 452; Psychology 101, 204, and 320

C. Area of Specialization

Mathematics 115, 122, 160, 200, 205, 206, 302, 304, 307, 308, 310, 317, 320, 350; Physics 201 and 202, CST 209.

This major requires 3 hours of Writing Intensive Courses.

**REQUIREMENTS FOR
TEACHER CERTIFICATION IN
MATHEMATICS IN
SOUTH CAROLINA
(GRADES 9-12)**

- A. A Bachelor’s degree.
- B. Completion of required courses in an approved Mathematics Education Program.
- C. Passing scores on the Praxis II tests required by South Carolina.

MATHEMATICS MINOR

A minor in mathematics is offered requiring at least 18 hours of mathematics courses including Mathematics 122, 205 and 206 and at least six hours from Mathematics courses numbered 301 or higher, except Mathematics 350.

All mathematics major and minor subjects must be passed with a "C" or better.

**COURSE OFFERINGS IN
MATHEMATICS**

- MA 090 Arithmetic
- MA 091 Elementary Algebra
- MA 104 Recreational Mathematics
- MA 110W Mathematics for the Liberal Arts Student
- MA 115 College Algebra
- MA 122 Precalculus
- MA 150 Introduction to Calculus for Business
- MA 160W Mathematical Logic and Set Theory
- MA 200 Elementary Statistics
- MA 205 Calculus I
- MA 206 Calculus II
- MA 301 Ordinary Differential Equations
- MA 302 Linear Algebra
- MA 304 The History of Mathematics
- MA 307 Calculus III

- MA 308 Calculus IV
- MA 310 Modern Geometries
- MA 317 Probability Theory and Applications
- MA 320 Modern Algebra
- MA 350 Methods of Teaching Mathematics in the Secondary School
- MA 415 Mathematical Statistics
- MA 425 Real Analysis
- MA 426 Numerical Analysis
- MA 452 Directed Student Teaching

COURSE OFFERINGS IN PHYSICS

- PH 110 Introduction to Physics
- PH 201, 202 General College Physics
- PH 301 Physics I with Calculus

**COURSE OFFERINGS IN
SCIENCE**

- SC 101 Physical Geology
- SC 130 Planets, Stars, and Galaxies (With Lab)
- SC 131 Planets, Stars, and Galaxies (Without Lab)
- SC 201W/201HW Science and Religion
- SC 203 Great Themes of Science



DIVISION OF PROFESSIONAL STUDIES

The Division of Professional Studies presents an opportunity to study Business Administration, Economics, Education, Human Resource Development, International Studies, Military Science, Physical Education, and Sports Management.

Majors and/or concentrations are offered in the following areas:

- Business Administration
- Accounting
- Computer Science Programming
- Computer Science Software Applications
- Economics
- General Business Management
- Marketing
- Elementary Education
- Human Resource Development
- Physical Education
- Athletic Training Education
- Strength and Conditioning
- Sports Management

Minors are offered in Business Administration, Coaching, International Studies, and Physical Education.

The division also offers a two-year associate degree program in Business Administration.

These degree requirements are described below and in the following pages.

BUSINESS

The complexities of the business world today require that a person anticipating a career in business be exposed to several professional disciplines. By completing the general education and the business core requirements, a student is prepared to function in the social, political, economic, and technological business environment.

BUSINESS ADMINISTRATION MAJOR

The business curriculum offers the student an opportunity to develop a concentration in one of the following disciplines:

- Accounting
- Computer Science Programming
- Computer Science Software Applications
- Economics
- General Business Management
- Marketing

This major requires 3 hours of Writing Intensive Courses.

The concentrations listed above lead to the Bachelor of Science degree. To obtain a sound foundation and broad background in all aspects of the world of business, all business students are required to complete a common core of business and quantitative methods courses as follows:

Basic Business Core Requirements

Business Administration 207, 208, 300, 310, 312, 315, 341, 452; Computer Science 102; Economics 203, 204; Mathematics 115 and 200.

ACCOUNTING CONCENTRATION

This curriculum is designed for the student who elects Accounting as the area of specialization.

- A. The Business Core Requirements.
- B. Business Administration 221, 330-331 are required, plus six semester hours at the 300-400 level from the courses listed below.
Business Administration 316, 332, 337, 402, 436, or 490

COMPUTER SCIENCE CONCENTRATIONS

These curricula are designed for the student who wants to prepare for a career in information analysis, information systems management, or business management.

Computer Science Programming

- A. The Business Core Requirements.
- B. CST 105, 110, and 201 are required plus six semester hours from the following courses:
CST 103, 205, 206, 242, 236, 330, 331, or Business Administration 490

Computer Science Software Applications

- A. The Business Core Requirements.
- B. CST 105 is required plus 12 semester hours are required from the following courses:
CST 210, 211, 212, 214, 405, or Business Administration 490

ECONOMICS CONCENTRATION

This curriculum is designed for the student who wishes to prepare for graduate studies in Economics or Business Administration, or who desires professional training for a career as an economist.

- A. The Business Core Requirements.
- B. Economics 301 and 302 are required plus nine semester hours with at least six semester hours at the 300-400 level from the courses listed below.

Business Administration 103, 215, 218, 220, 316; Economics 211, 220, 307, 316, 350, 360, or BA 490

GENERAL BUSINESS CONCENTRATION

- A. The Business Core Requirements.
- B. Fifteen semester hours of Business Administration or Economics courses are required. A minimum of nine semester hours must be at the 300-400 level from Business Administration or Economics courses listed in the catalog.

E-BUSINESS CONCENTRATION

This curriculum is designed for business majors desiring to concentrate in electronic business (e-business). E-business is widely used today by the majority of business. The e-business concentration covers the common business core as well as technology courses with an emphasis on the use of the Internet and technology as business resources.

BUSINESS ADMINISTRATION

- A. The Business Core Requirements
- B. CST103 – Basic Concepts of the Internet and the World Wide Web,
CST227 – E-Business Technologies
CST242 – Internet Programming I,
CST328 – E-Business Applications Development
CST429 – E-Business Operations and Management.

Additional courses recommended:

BA317 – Legal Issues in Technology & BA342 – Internet Marketing.

MANAGEMENT CONCENTRATION

This curriculum is designed to prepare students for entry-level supervisory positions with opportunities for promotion. By providing a fundamental understanding of the management competencies needed to thrive in today's business world, the curriculum is designed to prepare students to enter the business world, and to ready them for career advancement through executive development programs and/or graduate studies in professional fields such as Business Administration, Law, and Public Administration.

- A. The Business Core Requirements.
- B. Fifteen semester hours in business or economics with at least 9 semester hours from the following courses: Business Administration 318, 322, 323, 346, 350, 402, or 490

MARKETING CONCENTRATION

This curriculum is designed to provide the student with an understanding of: (1) the scope and nature of marketing, (2) the marketing function within a business organization, (3) environmental factors influencing marketing opportunities, and (4) the managerial tools necessary to plan and control the marketing process.

- A. Completion of the Business Core Requirements.
- B. Fifteen semester hours in business or economics with at least nine semester hours from the following courses: Business Administration 342, 344, 345, 346, 347, 360, or 490

BUSINESS ADMINISTRATION MINOR

Eighteen semester hours are required from the following:

Business Administration 207, 300, 341, Economics 203 or 204, and two courses from Business Administration, Economics, or Computer Science electives.

BUSINESS ADMINISTRATION ASSOCIATE DEGREE

General Business

A student desiring an associate degree in business administration must complete the following requirements.

The student must complete 18 semester hours in Business Administration and Economics courses. The student is encouraged to include Business Administration 103, 207, 208, 300, 341, and Economics 203 or 204 in his/her course selection.

BUSINESS ADMINISTRATION/ECONOMICS/EDUCATION

The remaining courses for a minimum total of 62 semester hours may be selected from any of the courses listed in the catalog with the concurrence of the student's faculty advisor

COURSE OFFERINGS IN BUSINESS ADMINISTRATION

BA 102 Microcomputer Applications
BA 103/BA103H Introduction to Business
BA 200 Elementary Statistics
BA 207 Financial Accounting
BA 208 Managerial Accounting
BA 215WH Business Communication
BA 218 Students in Free Enterprise
BA 220 Students in Free Enterprise
BA 221 Computerized Accounting Systems
BA 231 Technical and Professional Writing
BA 300H Principles of Management
BA 305 Governmental and Non-for-Profit Accounting
BA 310H Ethical Issues in the Workplace
BA 312H Business Finance
BA 315 Business Law I
BA 316 Business Law II
BA 317 Legal Issues in Technology
BA 318 Small Business Management
BA 322 Human Resources Management
BA 323 Organizational Behavior
BA 325 Personal Finance and Investments
BA 330, 331 Intermediate Accounting I and II
BA 332 Income Tax Accounting
BA 337 Cost Accounting
BA 341 Principles of Marketing
BA 342 Internet Marketing
BA 344 Principles of Retailing

BA 345 Consumer Behavior
BA 346 Sales Management
BA 347 Marketing Research
BA 350 Leadership in Organizations
BA 360 World Trade and International Business
BA 402 Production and Operations Management
BA 410 Implementing Strategic Management
BA 436 Auditing
BA 452W Business Policy
BA 490 Business Internship

COURSE OFFERINGS IN ECONOMICS

EC 200 Elementary Statistics
EC 203 Microeconomics
EC 204 Macroeconomics
EC 211 Economic Geography
EC 220 Environmental Economics
EC 301 Intermediate Microeconomics Analysis
EC 302H Intermediate Macroeconomics Analysis
EC 307 Money and Banking
EC 316 Managerial Economics
EC 350 United States Economic History
EC 360 World Trade and International Business

EDUCATION

The Limestone College Teacher Education Program is approved by the State Department of Education in accordance with the Standards for State Approval of Teacher Education established by the National Association of State Directors of Teacher Education and Certification. Limestone College offers approved programs in the following areas:

EDUCATION

Elementary Education (2-6)
English Education (9-12)
Mathematics Education (9-12)
Music Education (K-12)
Physical Education (K-12)

GOALS OF THE TEACHER EDUCATION PROGRAM

1. To provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy in their students.
2. To provide prospective teachers with the professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning.
3. To provide prospective teachers with effective models, methods, strategies, materials, and technological resources for teaching and learning.
4. To provide prospective teachers with the knowledge and skills to provide current and accurate content for learners, as well as the knowledge and ability to use instructional strategies to facilitate learning for students of varying abilities and backgrounds.
5. To provide prospective teachers with the knowledge and experiences to successfully complete the ADEPT evaluation process.

NOTE: Students must pass Praxis I before enrolling in any methods class or education course numbered 301 or above.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

In order for a student to gain admission to the Limestone College Teacher Education Degree program, he/she must

meet the following qualifications:

1. Submit passing scores on the Praxis I Series as required by the State of South Carolina. Praxis I is a test of basic skills. According to state law, a student must pass this test before being admitted to the Teacher Education Program. All students, even college graduates, must pass Praxis I to be admitted to the Program.
2. Successfully complete Education 200. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 60 semester hours of college credit with a cumulative Grade Point Ratio of 2.5 on a 4.0 scale.
4. Submit with the application three letters of recommendation, one each from a professor of general education, a professor in education, and a public school professional, and submit three reference forms, one each from three other members of the faculty.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

APPLICATION FOR STUDENT TEACHING

Students seeking teacher certification must successfully complete courses in general education, professional education, and the area of specialization. Prior to the application for entrance into the Student Teaching Program, students should successfully complete institutional requirements in verbal and quantitative skills. Elementary, secondary, and K-12 majors as a rule will complete all methods courses, all professional

education courses, and all major teaching subject courses prior to the semester of student teaching. Students must receive the grade of “C” or better in all professional education, mathematics, and area of specialization courses.

Students must pass the required Praxis II content area examinations by the specified deadline date prior to student teaching. Students must also take the required Praxis II Principles of Learning and Teaching examination before graduation.

In addition to completing required courses, students applying for entrance into the student teaching experience must have approval of the faculty of the academic division, and must submit a formal application to the Teacher Education Committee by the specified deadline date which is generally 10 months prior to the student teaching semester. Students are required by South Carolina law to submit by the deadline date prior to student teaching a SC Application for Educator Certificate, a completed fingerprint card, a copy of the social security card and the application fee. The SC application for educator packet is available in the office of the Director of Teacher Education. The Application for Student Teaching form is provided in *The Teacher Education Handbook*. Student teaching placements are made by the Assistant Superintendent of Cherokee County Schools.

The Teacher Education Committee will review applications for entrance into student teaching. If students do not receive favorable recommendations from the committee and/or from the specific division, they will be unable to student teach until deficiencies are eliminated. In some cases, students may be advised to pursue a degree in another area.

**ELEMENTARY EDUCATION
MAJOR**

An Elementary Education major consists of the following:

A. General Education

English 101, 102, 105, 201

Social Sciences

History 110 or 111, History 112 or 113; Geography 211, Psychology 101 and one course from the following: Economics 203 or 204, History 303, Political Science 242, Sociology 201 or 202

Interdisciplinary 100
Science

Biology 101 and 102 and one course from the following: Chemistry 105, Science 101 or 130, Physics 201

Mathematics 110 and 115

Fine Arts

Art 240; Music 205

Religion or Philosophy
(3 semester hours required)

Computer Science

Computer Science 102

Physical Education

(2 activity courses required)

B. Professional Education and Area of Specialization

Education 200, 209, 300, 301, 302, 303, 310, 345, 346, 352, 355, 358, 412, and 452; English 328; Physical Education 315; Psychology 204, 309, and 320.

This major requires 3 hours of Writing Intensive Courses.

EDUCATION/HUMAN RESOURCE DEVELOPMENT

REQUIREMENTS FOR TEACHER CERTIFICATION IN ELEMENTARY EDUCATION IN SOUTH CAROLINA

(GRADES 2-6)

- A. A Bachelor's degree.
- B. Completion of required courses in an approved Elementary Education Program.
- C. Passing scores on the Praxis II tests required by South Carolina

REQUIREMENTS FOR SECONDARY TEACHER CERTIFICATION IN SOUTH CAROLINA

Limestone College offers approved programs at the secondary level in English, Mathematics, Music, and Physical Education.

For specific information regarding these areas, see the various major programs.

COURSE OFFERINGS IN EDUCATION

- ED 090E Basic Writing Skills in Education
- ED 090M Basic Mathematics Skills in Education
- ED 090R Basic Reading Skills in Education
- ED 101W Introduction to Adult Education in the Workplace
- ED 200 Principles and Problems of Education
- ED 201W Training Proposal and Report Writing
- ED 209 Multimedia in the Classroom
- ED 210 Tutoring Practicum
- ED 280 Teaching Art in the Elementary School

- ED 300 Field Experience for Elementary Education
- ED 301 Field Experience for Education majors
- ED 302 Field Experience for Education majors
- ED 303W Teaching Reading in the Elementary School
- ED 304 Teaching Reading and Writing in the Content Areas
- ED 309 Tests and Measurements
- ED 310 History and Philosophy of Education
- ED 320 The Exceptional Child
- ED 328 Literature for Children
- ED 345 Methods of Teaching Mathematics in the Elementary School
- ED 346 Methods of Teaching Science in the Elementary School
- ED 350 Leadership in Organizations
- ED 352 Fine Arts for the Elementary Education Teacher
- ED 354 Teaching in the Adult Environment
- ED 355 Principles of Effective Teaching in the Elementary Classroom
- ED 358 Teaching Social Studies and the Language Arts in the Elementary School
- ED 412 Diagnostic and Prescriptive Teaching of Reading
- ED 420 Staff Development Training
- ED 452 Directed Student Teaching

HUMAN RESOURCE DEVELOPMENT MAJOR

In addition to the General Education Requirements, the following courses are required: Business Administration/Computer Science 102, Business Administration/English 215; Business Administration 300 and 322; Human Resource Development 101, 201, 209, 304, 309, 350,

354, and 420; Mathematics 115 and 200, and Psychology 213 or Business Administration/Psychology 323.

COURSE OFFERINGS IN HUMAN RESOURCE DEVELOPMENT

- HRD 101W Introduction to Adult Education in the Workplace
- HRD 201W Training Proposal and Report Writing
- HRD 209 Multimedia in the Classroom
- HRD 304 Educational Psychology
- HRD 309 Tests and Measurements
- HRD 350 Leadership in Organizations
- HRD 354 Teaching in the Adult Environment
- HRD 420 Staff Development and Training

PHYSICAL EDUCATION AND ATHLETIC TRAINING

PHYSICAL EDUCATION MAJOR

The physical education curriculum offers the student an opportunity to obtain a Bachelor of Science degree with a major in Physical Education or a major in Athletic Training. The program also offers a concentration in Strength and Conditioning.

Physical Education Required Core Courses

The following 26 semester hours of core courses are required of all majors in the Physical Education/Athletic Training Department:

Physical Education 201, 202, 301, 302, and any two Physical Education activity courses from 129 through 170; Biology 101, 205, and 206

PHYSICAL EDUCATION MAJOR

The Physical Education major consists of the 26 semester hour Physical Education Core plus 17 semester hours in Physical Education course electives as follows:

The student must complete Physical Education 200, five Physical Education activity courses from 129 through 170, and nine semester hours of Physical Education electives numbered 300 or above.

This major requires 3 hours of Writing Intensive Courses.

STRENGTH AND CONDITIONING CONCENTRATION IN PHYSICAL EDUCATION

The Strength and Conditioning Concentration consists of the 26 semester hour Physical Education Core: (BI 101 General Biology, BI 205 Anatomy, BI 206 Physiology, PE 201 Personal and Community Health, PE 202 First Aid, PE 301 Kinesiology, PE 302 Exercise Physiology, and PE 134 Weight Training & PE 139 Aerobic Conditioning) plus a 22 semester hour concentration. This Concentration consists of the following: PE 200 Foundations of Physical Education; PE 287 Sports Nutrition; PE300 Strength Training and Fitness Program Design; PE 320 Measurement and Evaluation in Physical Education; PE 400 W Management of Physical Education, Health, and Sports Programs; PE 410 Psychology of Sport; PE 331 Weight Training Techniques and Instruction; PE 401 Strength and Conditioning Practicum; and, PE 492A Internship in Strength and Conditioning.

Note: The Strength and Conditioning Concentration replaces the former Fitness/Wellness Concentration.

PHYSICAL EDUCATION/ATHLETIC TRAINING

PHYSICAL EDUCATION MAJOR (TEACHER EDUCATION)

A. General Education

English 101, 102, 105, 201

Social Sciences

History 110 or 111; History 112 or 113; two courses from the following: Economics 203, 204, or 211, Geography 211, History 303, Political Science 242, Sociology 201 or 202 Interdisciplinary 100

Science

Biology 101, 101L, 205, 205L, 206, 206L, and one laboratory course from the following: Chemistry 105, Science 101, 130, or Physics 201

Mathematics 110

Fine Arts

Art 240 and Music 205

Computer Science

Computer Science 102

Philosophy and Religion

(Any 3 hour course)

Psychology 101 and 204

B. Professional Education

Education 200, 301, 302, 304, and 310; Physical Education 452

C. Area of Specialization

Physical Education 131, 132, 200, 201, 202, 301, 302, 304, 306, 311, 312, 320, 400 and the following physical education activity courses: one Physical Education activity course from 130-139, any two Physical Education activity courses from 150 through 159, any two Physical Education activity courses from 160 through 169, and any two Physical Education activity courses from 129 through 170.

REQUIREMENTS FOR TEACHER CERTIFICATION IN PHYSICAL EDUCATION IN SOUTH CAROLINA (GRADES K-12)

A. A Bachelor's degree.

B. Completion of required courses in an approved Physical Education Program.

C. Passing scores on the Praxis II tests required by South Carolina.

COACHING MINOR

For a minor in Coaching 18-21 semester hours are required as follows:

Physical Education 202, 210, 303, 400, 410, 491, any two of the following Physical Education courses: 203, 208, 209, 212, 213.

PHYSICAL EDUCATION MINOR

For a minor in Physical Education, 20 semester hours are required as follows: Physical Education 200, 201, 202, 301, 302, any three Physical Education activity courses from 129 through 170 and four semester hours of Physical Education electives numbered 300 or above.

ATHLETIC TRAINING MAJOR

The Athletic Training Education Program (ATEP) at Limestone College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, TX 78664 (512) 733-9700.

Students who pursue this major will earn a Bachelor of Science Degree in Athletic Training and will be enabled to challenge the National Athletic Train-

ers' Association Board of Certification (NATABOC) Examination.

This major requires 3 hours of Writing Intensive Courses.

Mission Statement of the Athletic Training Education Program

It is the mission of the ATEP at Limestone College to provide our athletic training students with a well-rounded liberal arts education that is grounded with quality instruction and hands-on clinical experiences, which will ultimately prepare them for a career in the athletic training profession. It is our intent to produce competent, confident, and dedicated professionals who are enabled to function independently in a variety of settings. Upon meeting all graduation requirements and passing the NATABOC examination, our athletic training students will find themselves prepared for an entry-level position within the profession.

Admissions Requirements

Application for admission to the Athletic Training Education Program begins during the Fall semester of the freshman year. The number of applicants accepted and enrolled in the ATEP is limited by the recommended ratio of 8:1 (students:faculty ratio); therefore, admission to the program is considered competitive. Admission into the ATEP is based on the following criteria:

- A minimum 2.5 cumulative GPA
- A minimum 2.5 Major GPA
- A "C" in all Athletic Training required courses.
- All other courses required for the

major must be passed according to Limestone College standards.

- Completion of a 75-hour observation period.
- Enrollment in AT 180: Fundamentals of Athletic Training.
- Submission of an application and a letter of intent stating why the student desires an Athletic Training Major.
- Three letters of recommendation.
- An interview with the Athletic Training Staff.
- Demonstration of those skills and traits (dependability, responsibility, initiative, and communication skills) that are mandatory for an entry level NATABOC certified athletic trainer.
- Sign Athletic Training Student Handbook Agreement.
- Verification of a Physical Examination.
- Verification of Technical Standards.
- Verification of Bloodborne Pathogen and Disease Prevention Training.
- Verification of Immunization Records.
- Verification or declination of the Hepatitis-B vaccination series. For more information about ATEP Admissions Requirements, go to www.limestone.edu/athletictraining.htm and select the link for the ATS Handbook.

Transfer Students

Transfer students who desire an Athletic Training Major must go through the initial observation and application process outlined above unless they have transferred from another accredited program. Academic coursework and clinical education

ATHLETIC TRAINING

experiences will be evaluated on an individual basis to determine the appropriate level at which the student should begin coursework within the ATEP. The ATEP does not accept courses from institutions that are not accredited by CAATE.

Technical Standards

The ATEP at Limestone College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The technical standards set forth by the ATEP establish essential qualities considered necessary for students admitted to the program to achieve the knowledge, clinical skills, and physical demands of an entry-level Athletic Trainer and to meet the expectations of the program's accrediting agency (CAATE.) Students that apply to the ATEP must demonstrate a fulfill a minimum level of physical and cognitive ability of the technical standards. All technical standards are in accordance with Limestone College's policies and procedures.

For more information about ATEP Admissions Requirements, go to www.limestone.edu/athletictraining.htm and select the link for the ATS Handbook.

Costs Associated with the Athletic Training Major

For more information about ATEP Admissions Requirements, go to www.limestone.edu/athletictraining.htm and select the link for the ATS Handbook.

Graduation Requirements

In order to graduate from the ATEP with a Bachelor of Science in Athletic Training, athletic training students must meet the following criteria:

- A minimum of 2.5 cumulative GPA.
- A minimum of 2.5 major GPA.
- A "C" in all Athletic Training Courses.

Athletic Training Required Courses

- AT 180: Fundamentals of Athletic Training
- AT 201: First Aid and CPR/AED for the Professional Rescuer
- AT 202: Musculoskeletal Anatomy in Athletic Training
- AT 283: Medical Terminology and General Medical Conditions in Athletic Training
- AT 325: Basic Pharmacology in Athletic Training
- AT 380: Orthopaedic Injury Evaluation I
- AT 381: Orthopaedic Injury Evaluation II
- AT 383: Therapeutic Modalities in Athletic Training
- AT 385: Rehabilitation in Athletic Training
- AT 480: Development and Implementation of Athletic Training Programs
- AT 490: Athletic Training Internship
- AT 495: Senior Seminar
- AT 188, 189, 288, 289, 388, 489: Athletic Training Practicum Courses

Other Courses Required for the Major

- MA 200: Elementary Statistics
- PE 201: Personal and Community Health
- PE 287: Sports Nutrition
- PE 300: Strength Training and Fitness

- PE 301: Kinesiology
- PE 302: Exercise Physiology
- PS 101: Introduction to Psychology
- BI 101: General Biology
- BI 205: Human Anatomy
- BI 206: Human Physiolog

**COURSE OFFERINGS IN
ATHLETIC TRAINING**

- AT 180 Fundamentals of Athletic Training (Laboratory Component)
AT 188, 189, 288, 289, 388, 489 Athletic Training Practica
AT 201 First Aid and CPR/AED for the Professional Rescuer
AT 202 Musculoskeletal Anatomy in Athletic Training
AT 283 Medical Terminology and General Medical Conditions in Athletic Training
AT 325 Basic Pharmacology in Athletic Training
AT 380 Orthopaedic Injury Evaluation I
AT 381 Orthopaedic Injury Evaluation II
AT 383 Therapeutic Modalities in Athletic Training (Laboratory Component)
AT 385 Rehabilitation in Athletic Training (Laboratory Component)
AT 388 Athletic Training Practicum V
AT 480 Development and Implementation of Athletic Training Programs
AT 489 Athletic Training Practicum VI
AT 490 Athletic Training Internship
AT 495 Senior Seminar

**COURSE OFFERINGS IN
PHYSICAL EDUCATION**

Activity Courses

The activities program is designed to provide instruction in motor skills in a variety of sport, exercise, dance, and recreational activities at the beginning and intermediate levels for the general college student and for the physical education major. Activity courses are open to all students except intercollegiate athletes in their respective sports. Intercollegiate baseball players may not take an activity course in softball.

Course Numbers

- PE 129 - Special Activities
PE 130 - Yoga
PE 131 - Swimming and Water Safety
PE 132 - Recreational Dance
PE 133 - Tumbling and Gymnastics
PE 134 - Weight Training
PE 139 - Aerobic Conditioning
PE 153 - Badminton
PE 155 - Golf
PE 156 - Tennis
PE 159 - Bowling
PE 161 - Volleyball
PE 162 - Basketball
PE 164 - Softball
PE 165 - Soccer
PE 166 - Flag Football
PE 170 - Intercollegiate Athletics

Activity courses will normally meet two periods a week for one-half of a semester. Each activity course will carry one semester hour of credit.

Theory Courses

- PE 135 Ballet Dance
PE 136 Tap Dance
PE 137 Modern Dance

PHYSICAL EDU/SPORTS MANAGEMENT

PE 138 Jazz Dance
PE 200 Foundations of Physical Education
PE 201 Personal and Community Health
PE 202 First Aid and Cardiopulmonary Resuscitation
PE 203 Theory and Practice of Coaching Basketball
PE 208 Theory and Practice of Coaching Soccer
PE 209 Theory and Practice of Coaching Baseball
PE 210H Basic Care and Prevention of Athletic Injuries
PE 212 Theory and Practice of Coaching Football
PE 213 Theory and Practice of Coaching Lacrosse
PE 287 Sports Nutrition
PE 300 Strength Training and Fitness Program Design
PE 301 Kinesiology
PE 302 Exercise Physiology
PE 303W The Principles and Problems of Coaching
PE 304 Motor Learning
PE 306 Physical Education for the Exceptional Child
PE 307 Human Performance Laboratory
PE 311H Curriculum, Methods, and Materials for Elementary Health and Physical Education
PE 312 Curriculum, Methods, and Materials for Secondary Health and Physical Education
PE 315 Physical Education for the Elementary Teacher
PE 320 Measurement and Evaluation in Physical Education

PE 330W Sports and History
PE 331 Weight Training Techniques and Instruction
PE 400W Management of Physical Education, Health, and Sports Programs
PE 401 Strength and Conditioning Practicum
PE 410 Psychology of Sport
PE 452 Directed Student Teaching in Physical Education
PE 490 Physical Education Internship
PE 491 Coaching Internship
PE 492A Strength and Conditioning Internship

SPORTS MANAGEMENT

SPORTS MANAGEMENT MAJOR

In addition to completing the General Education Requirements, a student must complete the following required courses (33 semester hours):

Business Administration 207, 208, 300, 312, 341, Economics 200, 203, Physical Education 200, 400, 410, and 490

In addition, a student must complete six semester hours of elective courses as follows:

Business Administration 215, 220, or any Business Administration elective numbered 300 or above, or Economics 316.

This major requires 3 hours of Writing Intensive Courses.

INTERNATIONAL STUDIES

**INTERNATIONAL STUDIES
MINOR**

A student must complete the following courses:

International Perspectives
(12 semester hours)

International Studies 150 and 250;
Foreign Languages (6 semester hours) -- two courses from the same language -- French 101, 102, or French 201, 202, German 101, 102, or Spanish 101, 102, or Spanish 201, 202

Cultural and Historical Perspectives
(6 semester hours)

Choose two courses from the following:

English 206, 310, History 303, 321, 325, 339, or Religion 210

Economic and Environmental Perspectives
(6 semester hours)

Choose two courses from the following:

Business Administration/Economics 360, Biology 430, Economics 220, Geography/Economics 211, or Political Science 341

**INTERNATIONAL STUDIES
COURSES**

IS 150 Global Issues

IS 250 Cross Cultural Communications

IS 360 World Trade and International Business

MILITARY SCIENCE COURSES

**BASIC PROGRAM - A JOINT
PROGRAM WITH WOFFORD
COLLEGE**

MS 111 Introduction to ROTC and the U.S. Army

MS 112 Introduction to ROTC and the U.S. Army

MS 211 ROTC Basic Military Skills

MS 212 ROTC Basic Military Skills

**ADVANCED PROGRAM - A JOINT
PROGRAM WITH WOFFORD
COLLEGE**

MS 301 Military Science

MS 302 Military Science

MS 401 Military Science

MS 402 Military Science



DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The Division of Social and Behavioral Sciences presents an opportunity to study Criminal Justice, Political Science, Psychology, Social Work, and Sociology.

Majors are offered in Criminal Justice, Psychology, and Social Work in preparation for careers in these fields or for graduate study. Degree requirements are described below and in the following pages.

Minors are offered in Criminal Justice and in Psychology.

It is recommended that students majoring in Social Work study a foreign language.

CRIMINAL JUSTICE

CRIMINAL JUSTICE MAJOR

The Limestone criminal justice program prepares students for entry level positions. Students who are already working in the criminal justice field may find that after completion of this program they may advance to mid-level and upper-level positions. The Limestone program prepares graduates to work in the criminal justice field and continue their education in graduate studies in the United States.

- A. A minimum of 24 semester hours in criminal justice courses, including the following:
Criminal Justice 201, 203, 205, 301, 321, 330, 335, 450W.
- B. A student must take an additional 24 hours of electives with at least 15 in Criminal Justice. General

Electives in Criminal Justice must be upper division (300 or higher).

The balance of electives may be taken in the disciplines of Psychology, Sociology, Political Science, Social Work, and Business Administration.

This major requires 3 hours of Writing Intensive Courses.

CRIMINAL JUSTICE MINOR

A minimum of 21 semester hours in criminal justice including:

Criminal Justice 201, 301, 321, 330, and 335.

An additional 6 semester hours of Criminal Justice courses, not to include Criminal Justice 490.

Note: A grade of "C" or better must be earned in all Criminal Justice coursework for a Criminal Justice major or minor.

COURSE OFFERINGS IN CRIMINAL JUSTICE

- CJ 201 Introduction to Criminal Justice
- CJ 203 Criminal Law
- CJ 205 Investigative Methodology in Criminal Justice
- CJ 210 Introduction to Private Security
- CJ 301 Principles of Law Enforcement
- CJ 310 Juvenile Justice
- CJ 321 Theories of Criminal Justice
- CJ 325 Ethics in Criminal Justice
- CJ 330 Corrections
- CJ 335 American Court Systems and Practices
- CJ 340W Criminal Procedures
- CJ 345 Probation and Parole
- CJ 350 Criminal Justice Management
- CJ 410 Social Control and Deviance

- CJ 440 Constitutional Law
- CJ 450W Senior Seminar
- CJ460 Special Topics in Criminal Justice
- CJ 490 Internship

PSYCHOLOGY

PSYCHOLOGY MAJOR

- A. A minimum of 39 semester hours in psychology courses, including the following:

Psychology 101, Psychology/Mathematics 200. Psychology 204, 305, 306, 307, 314, 317, 400, and 452.

- B. A student must take nine additional semester hours of electives from the remaining listing of psychology courses.

This major requires 4 hours of Writing Intensive Courses.

PSYCHOLOGY MINOR

- A minimum of 18 semester hours in psychology, including the following:

Psychology 101, 204, and 200 or 309

- A minimum of 3 semester hours selected from the following courses:

Psychology 213, 301, 302 or a special topic course at the 300 level or above.

- A minimum of 3 semester hours selected from the following courses:

Psychology 210, 304, 305, 306, 307, 311, 314, 317, 320, 323, or 400

COURSE OFFERINGS IN PSYCHOLOGY

- PS 101 Introduction to Psychology
- PS 101H Introduction to Psychology
- PS 200 Elementary Statistics
- PS 202 The Influence of Sexual Factors on Behavior
- PS 204 Human Growth and Development
- PS 210 Sensation and Perception
- PS 213 Dynamics of Small-Group Interaction
- PS 301 Introduction to Counseling
- PS 302 Systems and Theories of Counseling and Psychotherapy
- PS 303 Health Psychology
- PS 304 Educational Psychology
- PS 305/305H Learning and Memory
- PS 306/306H Behavior Disorders
- PS 307/307H Social Psychology
- PS 309 Tests and Measurements
- PS 311 Cognitive Psychology
- PS 314/314H Biopsychology
- PS 317W Introduction to Experimental Psychology
- PS 320 The Exceptional Child
- PS 323 Organizational Behavior
- PS 400 Theories of Personality
- PS 406 Evolutionary Psychology
- PS 407 History and Systems of Psychology
- PS 452 Contemporary Issues in Psychology
- PS 480 Field Work in Psychology

SOCIAL WORK

SOCIAL WORK MAJOR

- A. A Social Work major consists of 52 semester hours. Courses in the

DIVISION OF SOCIAL & BEHAVIORAL SCIENCES

SOCIAL WORK

Social Work sequence are designed to prepare the baccalaureate Social Work major for beginning professional competence as a generalist social worker. This generalist approach is based upon a broad liberal arts foundation. The course content in the Social Work curriculum is approved by the South Carolina Board of Social Work Examiners, and the program is fully accredited by the Council on Social Work Education (CSWE). In addition to the courses required for the major, electives in the arts, sciences, foreign languages, economics, and political science are strongly advised. Specific requirements for admission to the Social Work Program may be found in the Student Handbook of the Social Work Program. Social Work students are required to purchase Liability Insurance before beginning their Field Placement. The following courses are required for the major:

Biology 101 or 114 (must be a lab course); Psychology 101; Psychology/Mathematics 200; Social Work 203, 204, 205, 206, 208, 209, 301, 302, 304, 350, 420a, 420b, 420c, and 420d.

It is strongly recommended that Social Work courses are taken in sequence with appropriate prerequisites. It is also recommended that two Social Work Electives be included in the student's academic program.

B. The College and the Social Work Department require that students meet the following prerequisites prior to approval for Field Placement.

To enroll in Social Work 420a, 420b, 420c, and 420d, students must apply to the Director of Field Placement during the semester (or at least three Extended Campus Sessions) preceding anticipated field placement. All field placements must be completed within 6 months. (No exceptions.)

Students are required by the Social Work Department to earn a minimum of a "C" grade in all required major courses and an overall grade point average of 2.25 or better in the major.

This major requires 3 hours of Writing Intensive Courses.

COURSE OFFERINGS IN SOCIAL WORK

- SW 203 Introduction to Social Work as a Profession
- SW 204 Social Welfare Programs and Policy
- SW 205 Human Behavior and the Social Environment I
- SW 206 The Influence of Sexual Factors on Behavior
- SW 207 Gerontology
- SW 208 Human Behavior and the Social Environment II
- SW 209 Practice with Culturally Diverse Populations
- SW 301 Social Work Intervention I: Individuals, Families and Small Groups
- SW 302 Social Work Specialized Groups
- SW 304 Social Work Intervention II: Large Groups and Community Organization

SOCIAL WORK/POLITICAL SCIENCE/SOCIOLOGY

SW 310W Domestic Violence
SW 350 Social Work Research
SW 420a, 420b, 420c, 420d Field
Placement

Note: Transfer Credit will be awarded for SW 301, 304 or Field Placement only if taken within nine years of projected date of graduation.

COURSE OFFERINGS IN POLITICAL SCIENCE

PO 242 American National
Government
PO 243 State and Local Government

PO 341/341H Comparative
Governments
PO 342/342H International Politics
PO 343 Principles of Public
Administration
PO 440 Constitutional Law

COURSE OFFERINGS IN SOCIOLOGY

SO 201 Introduction to Sociology
SO 201H Introduction to Sociology
SO 202 Contemporary Social
Problems



ART

COURSE DESCRIPTIONS

COURSE OFFERINGS IN ART

AR 100 Studio Experiences

An introductory, elective studio course open to all students in one or more of the following media and/or art forms: Basket Making, Dry Point, Silk-screen, Photography, Ceramics, Jewelry, Watercolor, Crafts, Monoprinting, Weaving, Drawing, Musical Instruments, and other areas. Students may select up to eight (8) hours, but no more than one (1) hour per semester. Lab fee. Credit, 1 hour. The following course numbers are to be used for the specific area of emphasis:

AR100A Studio Experiences-Photography

AR100B Studio Experiences Computer Art

AR100C Studio Experiences - Graphic Design

AR100D Studio Experience Design and Publishing

AR100E Studio Experiences Basketmaking

AR100F Studio Experiences - Dry Point

AR100G Studio Experiences Silk-screen

AR100I Studio Experiences Jewelry

AR100J Studio Experiences - Watercolor

AR100K Studio Experiences Crafts

AR100L Studio Experiences - Monoprinting

AR100M Studio Experiences Weaving

AR100N Studio Experiences - Drawing

AR100 O Studio Experiences Ceramics

AR 101 Basic Drawing and Composition

An introductory drawing course for beginning students, including vocabulary and structural organization, various drawing media, subject matter, and techniques. Credit, 3 hours.

AR 102 Figure Drawing

An introductory course for drawing the human form and figurative compositional studies from a posed model, using various media, styles, and techniques. Lab fee. Credit, 3 hours.

AR 103W Fundamental Design and Color Theory

A study and application of design elements and principles for spatial organization. Problem solving, including computer assisted assignments, will include studio experiences in two-and-three dimensional forms. Lab fee. Credit, 3 hours.

AR 120 Introduction to Graphic Design: Software & Design

A beginning graphic design and presentation course using computer software, scanning, and digital camera techniques to create projects in trademark, product, and publication design. Prerequisites: Art 101. Lab Fee. Credit, 3 hours.

AR 200 Photo-Imagery

A course designed to introduce the photographic medium, techniques of developing, and printing black and white photographs as a craft and as an art form. Students must furnish a 35 mm camera having manual controls. Lab fee. Credit, 3 hours.

AR 201 Graphic Compositional Design

An advanced drawing course emphasizing image development by compositional and structural analysis. Prerequisites:

Art 101 and 102. (This course is highly advised). Credit, 3 hours.

AR 202 Water Color

An introductory course in basic techniques of water color painting. Lab fee. Credit, 3 hours.

AR 203 Beginning Painting

An introductory course in painting. Basic knowledge of various painting media, their techniques, and applications will be investigated. Prerequisites: Art 101 and 102. Lab fee. Credit, 3 hours.

AR 208 Fundamentals of Sculpture

Fundamental course focusing on issues of creating art works in three-dimensional form. Various design studies and techniques will be explored. Lab fee. Credit, 3 hours.

AR 210 Ceramics I

Fundamental course in hand-built forms, firing, and clay formulation. Lab fee. Credit, 3 hours.

AR 211 Ceramics II

Fundamental course in throwing on the potter's wheel and in glaze formulation. Prerequisite: Art 210. Lab fee. Credit, 3 hours.

AR 213 Weaving and Fabric Crafts

An introductory course in weaving and/or other fabric crafts including stitchery, applique, and batik. Lab fee. Credit, 3 hours.

AR 214 Graphics Software

This course covers both presentation management and drawing software, with an emphasis on hands-on use. Projects involving use of this software will be assigned. Prerequisites: CST 102 or permission of instructor. (Same as CST 214.) Lab fee. Credit, 3 hours.

AR 220 Computer Imagery

This course will explore and develop abilities for aesthetic and graphic ex-

pression through the use of computers in design. Various design software applications will be employed in developing formats, type, imagery, and concepts applicable to graphic design problems. Prerequisites: Art 101, 120 and CST 102. Lab fee. Credit, 3 hours.

AR 240/240H Art Appreciation

An introductory course in art: its forms, elements, styles, and purposes and its history in relation to its total culture. Credit, 3 hours.

AR 250 Prehistoric Art to Gothic Art

A chronological survey of the history of art from the prehistoric through the Gothic period-including the aesthetic, philosophical, political, religious, cultural, and social influences of each period on the art of that period. Credit, 3 hours.

AR 260 Renaissance Art to Modern Art

A chronological survey of the history of art from the Renaissance through the Twentieth Century-including aesthetic, philosophical, political, social, religious, and cultural influences of each period on the art of that period. Credit, 3 hours.

AR 303 Advanced Oil Painting I

This second course in painting allows individual development in design and painting techniques acquired in Art 203. Choice of acrylic with prior consent of instructor. Prerequisite: Art 203. Credit, 3 hours.

AR 305 Printmaking and Design Techniques

An introductory studio course in printmaking and the printing processes. Prerequisite: Art 101 and 102. Lab fee. Credit, 3 hours.

AR 320 Visual Communications

This course explores conception and implementation of solutions to design

ART

problems appropriate to the professional design industry. This course will also provide the opportunity to develop a comprehensive professional portfolio. Prerequisites: Art 101 and 220. Lab Fee. Credit, 3 hours.

AR 370 Contemporary Art History

An intensive study of art from 19th-Century Neo-Classicism and Romanticism to the art of the present. Prerequisites: Art 250 and 260. Credit, 3 hours.

AR 403 Advanced Oil Painting II

An advanced course in painting requiring the completion of a series of problems in structure, image, and idea. Prerequisite: Art 303. Credit, 3 hours.

AR 440 Senior Seminar in Drawing

Upper-level drawing course emphasizing development of each student's personal style and media, and development of images and ideas from literary and other nonvisual sources. Credit, 3 hours.

AR 470 Studio Problems

Juniors and seniors may select up to nine (9) hours from the following areas: Drawing, Painting, Printmaking, Weaving, Ceramics, Photography, and Crafts. A course proposed by the student and approved by the instructor for the development of personal style, media, and source material. Permission of instructor required as well as appropriate prerequisites. Lab fee for Ceramics, Printmaking, Weaving, Photography, and Crafts. Credit, 1-9 hours.

The following course numbers are to be used for the specific area of emphasis:

AR470A Studio Problems - Photography

AR470B Studio Problems - Painting

AR470C Studio Problems - Printmaking

AR470D Studio Problems - Design and Publishing

AR470E Studio Problems - Basketmaking

AR470F Studio Problems - Dry Point

AR470G Studio Problems - Silk-screen

AR470I Studio Problems - Jewelry

AR470J Studio Problems - Watercolor

AR470K Studio Problems - Crafts

AR470L Studio Problems - Monoprinting

AR470M Studio Problems - Weaving

AR470N Studio Problems - Drawing

AR470P Studio Problems - Figure Drawing

AR470 O Studio Problems - Ceramics

AR 480 Art Internship

Individually designed off-campus study, work, and/or research project under the joint supervision of an institutional sponsor and a faculty supervisor. The faculty supervisor and the student will develop a formal "Learning Agreement" which will consist of a course description, learning results, learning activities, learning documentation, and a learning evaluation. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Prerequisite: Permission of instructor and a minimum 2.5 grade point average. Credit, 3-6 hours.

AR 490W Senior Art Exhibit

A writing intensive course requiring a thesis, digital record of senior production, and an exhibit. Credit, 1 hour.

**COURSE OFFERINGS IN
ATHLETIC TRAINING**

**AT 180 Fundamentals of Athletic
Training**

This is an introductory athletic training course that deals with the prevention and care of injuries and illnesses as they relate to physical activity. Three hours of lecture and one hour of laboratory per week. Prerequisites: Open to prospective athletic training students or by permission of the Program Director. Lab Fees. Credit, 3 hours.

AT 188 Athletic Training Practicum I

In this course, students will be required to work on clinical proficiencies in the classroom and be assigned to an Approved Clinical Instructor or a Field Experience Supervisor ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in Athletic Training 180. Prerequisite: AT 180, Admission to the ATEP, and/or permission of the Program Director. Lab Fees. Credit, 1 hour.

**AT 189 Athletic Training Practicum
II**

In this course, students will be required to work on clinical proficiencies in the classroom and be assigned to an ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in AT 283 and AT 201. Prerequisite: AT 188, Admission to the ATEP, and/or permission of the Program Director. Credit, 1 hour.

**AT 201 First Aid and CPR/AED for
the Professional Rescuer**

In this course, students will be educated through the American Red Cross in First Aid and in CPR/AED for the Professional Rescuer. Prerequisites: Open to

prospective athletic training students and/or by permission of the Program Director. Lab Fees for First Aid Student Kit, Pocket Mask, and Certification Cards. Prerequisite: AT 180, Admission to the ATEP, and/or permission of the Program Director. Credit, 3 hours.

**AT 202 Musculoskeletal Anatomy in
Athletic Training**

In this course, athletic training students will concentrate on the musculoskeletal anatomy of the human body. The majority of this course will focus on the identification and function of bony anatomy, muscular anatomy, nerves, and blood supply. Prerequisites: Athletic Training 180, Admission to the ATEP, and/or permission of the Program Director. Credit, 2 hours.

**AT 283 Medical Terminology and
General Medical Conditions in
Athletic Training**

This course is a study of medical terminology with a thorough review of anatomy and physiology, general medical conditions per body system, and the utilization of documentation in the profession of athletic training. Prerequisites: AT 180, Admission to the ATEP, and/or permission of the Program Director. Credit, 3 hours.

**AT 288 Athletic Training Practicum
III**

In this course, students will be required to work on clinical proficiencies in the classroom and be assigned to an ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in Athletic Training 202 and 380. Prerequisites: Athletic Training 189, Admission to the ATEP, and/or permission of the Program Director. Credit, 1 hour.

ATHLETIC TRAINING

AT 289 Athletic Training Practicum IV

In this course, students will be required to work on clinical competencies in the classroom and be assigned to an ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in Athletic Training 381 and AT 383. Prerequisites: Athletic Training 288, Admission to the ATEP, and/or permission of the Program Director. Credit, 1 hour.

AT 325 Basic Pharmacology in Athletic Training

The intent of this course is to introduce athletic training students to various pharmaceutical agents used in the treatment of injuries, illnesses, and medical conditions of athletes. Prerequisites: Athletic Training 180. Credit, 2 hours.

AT 380 Orthopaedic Injury Evaluation I

This course is a study in the clinical evaluation and treatment of cranial, facial, eye, temporomandibular joint, shoulder, upper arm, thorax, abdomen, hip, thigh, pelvis, and cervical, thoracic, and lumbar spine injuries as they relate to various aspects of sports medicine trauma. Three hours of lecture and one hour of laboratory per week. Prerequisite: Athletic Training 180 and Biology 205. Credit, 3 hours.

AT 381 Orthopaedic Injury Evaluation II

This course is a study in the clinical evaluation and treatment of the wrist, hand, elbow, forearm, knee, patellofemoral joint, lower leg, foot, and ankle injuries as they relate to various aspects of sports medicine trauma. As they relate to various aspects of sports medicine trauma. Three hours of lecture and one hour of

laboratory per week. Prerequisite: Athletic Training 180, 380 and Biology 205. Credit, 3 hours.

AT 383 Therapeutic Modalities in Athletic Training

This course is a study of the physical principles, physiological and therapeutic effects, indications and contraindications, and the standard operating procedures of therapeutic modalities employed in the athletic training setting. This course has an assigned laboratory. Prerequisites: Athletic Training 180, 380, 381, Biology 205 and 206. Credit, 3 hours.

AT 385 Rehabilitation in Athletic Training

This course is a study of the physical principles, physiological and therapeutic effects, indications and contraindications, and the standard operating procedures of therapeutic exercises employed in the athletic training setting. This course has an assigned laboratory. Prerequisites: Athletic Training 180, 380, 381, and 383, Biology 205 and 206. Credit, 3 hours.

AT 388 Athletic Training Practicum V

In this course, students will be required to work on clinical proficiencies in the classroom and be assigned to an ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in Athletic Training 385. Prerequisites: Athletic Training 289, Admission to the ATEP, and/or permission of the Program Director. Credit, 1 hour.

AT 480 Development and Implementation of Athletic Training Programs

This course educates athletic training students in the preparation of planning, designing, developing, organizing,

programming, implementing, directing, and evaluating athletic training programs. Prerequisites: Athletic Training 180 and senior standing. Credit, 2 hours.

AT 489 Athletic Training Practicum VI

In this course, students will be required to work on clinical proficiencies in the classroom and be assigned to an ACI/FES for practical experiences in Athletic Training. The focus of experience will correspond with skills learned in Athletic Training 325 and Physical Education 300 if this course is taken during the Fall Semester or Athletic Training 480 and Physical Education 287 if taken during the Spring Semester. Prerequisites: Athletic Training 388, Admission to the ATEP, and/or permission of the Program Director. Credit, 1 hour.

AT 490W Athletic Training Internship

The student is placed in a local high school setting to gain work-related experience consistent with the athletic training field of study. Internships are held at an institution that has been established as an affiliate clinical site and students are directly supervised by an ACI/FES. The focus of experience will correspond with skills learned in Athletic Training 325 and Physical Education 300 if this course is taken during the Fall Semester or Athletic Training 480 and Physical Education 287 if taken during the Spring Semester. Students are required to meet for one hour each week with the assigned instructor of this course to complete assigned clinical proficiencies. Internships require senior standing a cumulative and major GPA of 2.5. This internship is only available for six credit hours which equates to 250 clinical hours. Credit, 6 hours.

AT 495 Senior Seminar

This course is the capstone course for the Athletic Training Major. In this course, students will review and discuss the information presented to them in their athletic training coursework as they prepare to challenge the NATABOC Examination. Credit, 1 hour.

COURSE OFFERINGS IN BIOLOGY

BI 101 Introduction to Biology I

An introduction to the basic concepts in Biology, covering the chemical basis of life, the cell, cellular respiration, photosynthesis, mitosis, meiosis, basic concepts of genetics, evolutionary concepts and biological diversity. Laboratory required. Three hours of lecture and two hours of laboratory per week. Students may not take Biology 113 or 114 in combination with either Biology 101 or 102 to fulfill their two course general education science requirement. Biology 101 is a pre-requisite for Biology 102. Lab Fee. Credit, 4 hours.

BI 102 Introduction to Biology II

A continuation of BI 101, covering the evolution of man, animal form and function, plant form and function, and ecological concepts. Laboratory required. Three hours of lecture and two hours of laboratory per week. Students may not take Biology 113 or 114 in combination with either Biology 101 or 102 to fulfill their two course general education science requirement. Biology 101 is a pre-requisite for Biology 102. Lab Fee. Credit, 4 hours.

BI 107 Environmental Science (w/o Lab)

This course presents an overview of ecological concepts, but emphasizes the dependence of humans on the biosphere

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and the impact of human population growth and human activities such as industrialization and agriculture on the ecology. Issues such as individual and cultural accountability and sustainability are examined. (Not applicable to a Biology major.) Credit, 3 hours.

BI 108 Environmental Science (w/Lab)

This course presents an overview of ecological concepts, but emphasizes the dependence of humans on the biosphere and the impact of human population growth and human activities such as industrialization and agriculture on the ecology. Issues such as individual and cultural accountability and sustainability are examined. (Not applicable to a Biology major.) Includes the equivalent of one two-hour lab per week. Lab fee. Credit, 4 hours.

BI 113W Human Biology (w/o Lab)

This course presents the fundamentals of biochemistry, cell biology, tissue organization, human genetics, nutrition, and anatomy and physiology of the body systems. An understanding of these is integrated into an examination of human development, reproduction, disease, aging, behavior, and therapy. Current topics and ethical issues in human biology as well as human interaction with the environment is explored in classroom discussion and through student assignments. This course is designed to meet the needs of the non-science major. Students may not take Biology 113 or Biology 114 in combination with either Biology 101 or Biology 102 to fulfill their two-course general education science requirement. Credit, 3 hours.

BI 114W Human Biology (w/Lab)

This course presents the fundamentals

of biochemistry, cell biology, tissue organization, human genetics, nutrition, and anatomy and physiology of the body systems. An understanding of these is integrated into an examination of human development, reproduction, disease, aging, behavior, and therapy. Current topics and ethical issues in human biology as well as human interaction with the environment is explored in classroom discussion and through student assignments. Students will complete additional independent guided research investigations of their own design along with assigned exercises and projects. This course is designed to meet the needs of the non-science major. Students may not take Biology 113 or Biology 114 in combination with either Biology 101 or Biology 102 to fulfill their two-course general education science requirement. Lab fee. Credit, 4 hours.

BI 202/202H Evolutionary Survey of the Animal Kingdom

A comprehensive study of all the major phyla in the animal kingdom; emphasizing relationships of various groups to each other, their evolution, morphology, and ecological relationships. Three hours of lecture and two hours of laboratory per week. Prerequisite: Biology 101. Lab fee. Credit, 4 hours.

BI 203 Evolutionary Survey of the Plant Kingdom

A comprehensive study of all major groups of plants, emphasizing evolutionary lines and levels, their ecological relationships and morphology. Three hours of lecture and two hours of laboratory per week. Prerequisite: Biology 102. (Offered alternate years.) Lab fee. Credit, 4 hours.

BI 205/205H Human Anatomy

A study of the structure of the systems of the human body: skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Three hours of lecture and two hours of laboratory a week. Prerequisite: Biology 101. Lab fee. Credit, 4 hours.

BI 206/206H Human Physiology

A study of the functions of the systems of the human body: skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Three hours of lecture and two hours of laboratory a week. Prerequisite: Biology 205. Lab fee. Credit, 4 hours.

BI 208 Forensic Biology

Forensic Biology examines the application of biological principles and techniques to legal investigations. It will include examination of human anatomy, physiology, microbiology, zoology, botany and ecology and their role in the determination of cause, time, manner and mode of death as well as other forensics applications. A weekly three hour laboratory is required. Prerequisite: BI114 or BI205 and BI 310. Credits, 4 hours.

BI 303/303H Comparative Anatomy

A comparative study of the Phylum Chordata, with emphasis on the Subphylum Vertebrata, in a comprehensive approach. Phylogeny, evolutionary relationships, and anatomy by systems are emphasized. Laboratory studies are designed to refine student dissection skills while illustrating lecture topics. Three hours of lecture and laboratory per week. Prerequisites: Biology 101-102 and 202 or 205. (Offered alternate years.) Lab fee. Credit, 4 hours.

BI 307 Microbiology

A comprehensive study of diagnostic

microbiology with emphasis on the bacteria that are associated with disease. Laboratory exercises provide practice in the cultivation, examination, and identification methods using modern hospital techniques. This class entails three hours of lecture and two hours of laboratory a week. Prerequisites: Biology 101-102, or permission of the instructor. Lab fee. Credit, 4 hours.

BI 308 Molecular Cell Biology

This course is an in-depth study of the molecular processes and mechanisms of the eukaryotic cells. Topics will include cell morphology, histology and ultrastructure; bioenergetics; expression or genetic information in cells; cell cycle regulation; modification and transport of cellular products; cell communication and signal transduction; and molecular and cellular laboratory techniques. Prerequisite: BI101, BI 102, CH110, CH111. Lab fee. 4 hours.

BI 310 Genetics

This course explores mechanisms of genetic inheritance including molecular, Mendelian, and population genetics. Topics include DNA and RNA structure and replication; transcription; translation; mutations and mutagenesis; recombinant DNA technology; genomes; inheritance patterns; gene regulation; and methods of genetic analysis. One three hour lab per week utilizes techniques including molecular biology for the study of inheritance patterns and genetic material. (Offered alternate Fall terms.) (Formerly BI 404) Prerequisites: Biology 101 and 102. Lab fee. Credit, 4 hours.

BI 312 Anatomy and Physiology of Vascular Plants

A study of plant structure and functions, this course deals with plant growth,

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nutrition, and metabolism, as revealed through understanding the relationships among cells, tissues, and organs of vascular plants. Three hours of lecture and two hours of laboratory per week. (Formerly BI 230) Prerequisites: BI 101 and BI 102 or permission of the instructor. Lab fee. Credit, 4 hours.

BI 430W/430HW Ecology

This course examines the interactions between organisms and their environment at the individual, population, community and ecosystem level. Laboratory and field exercises/trips will emphasize population sampling and quantitative analysis of data and environmental parameters. One four hour laboratory per week with off-campus trips for field study. (Offered alternate Fall terms) Prerequisites: Biology 101, 102, 202, and 203. BI 310 preferred. Lab fee. Credit, 4 hours.

BI 440/440H Biochemistry

This course examines cell structure and function, the effects of cellular environment, and organization of the metabolic processes within the cell. Enzyme function, regulation, and kinetics; carbohydrate, protein, lipid and nucleic acid metabolism; and integration of anabolic and catabolic processes are explored. One three hour laboratory per week will examine cells and biological molecules with emphasis on modern separation, quantitation and identification techniques. (Offered alternate Spring terms.) (Same as Chemistry 440/440H.) Prerequisites: Biology 101 and 102 or permission of instructor. CH 303, 304. Lab fee. Credit, 3 hours.

BI 480 Undergraduate Research

This course is designed to instruct students to carry out scientific research using current analytical procedures and

techniques. Students will learn experimental design, literature review, and data analysis using a problem mutually agreeable to the student and faculty member. Students will present the final results in publication form. Lab fee. Must have permission of the instructor. (Same as Chemistry 480) Prerequisite: CST 091. Credit, 1 - 3 hours.

COURSE OFFERINGS IN BUSINESS ADMINISTRATION

BA 102 Microcomputer Applications

This is an introduction to microcomputer applications concentrating on use of word processing, presentation, spreadsheet, and data base software applications. (Same as Computer Science 102). Prerequisite: CST 091. Credit, 3 hours.

BA 103/BA 103H Introduction to Business

An introduction to the basic functions of businesses and their relationships with and responsibilities to the surrounding environment. Not open to business majors with junior or senior standing (60 semester hours or more completed). Credit, 3 hours.

BA 200 Elementary Statistics

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Economics 200, Mathematics 200 or Psychology 200.) Prerequisite: Mathematics 091 or exemption from Mathematics 091. Credit, 3 hours.

BA 207 Financial Accounting

An introduction to the analysis and interpretation of the basic financial statements as presented in business annual reports. Emphasis is on the role

of the articulated financial accounting information in decision-making both for external and internal user's of financial statements. Prerequisite: Three hours of College-level MA 100 or above, or permission of the instructor. Credit, 3 hours.

BA 208 Managerial Accounting

The interpretation of accounting data by management in planning and controlling the business activities of the firm. An introduction to cost accounting and performance measures designed to evaluate the contribution of organizational activities to customer value creation. Prerequisite: Business Administration 207. Credit, 3 hours.

BA 215WH Business

Communications

A study of communication theory and its practical applications in the business world. The course provides practice in both written and oral communication. Writing topics covered include style, memos, letters, e-mail, resumes, and research. Oral communication topics include presentations and interviews. Prerequisite: English 102 with a grade of "C" or better. (Same as English 215.) Credit, 3 hours.

BA 218 Students in Free Enterprise

The course is an active learning program focused on student generated projects designed to benefit the College and surrounding community. It is designed to provide students with an understanding of how businesses and a market economy function, and the vital role that the entrepreneur plays in the free market system. Credit, 1 hour.

BA 220 Students in Free Enterprise

The course is an active learning program focused on student generated projects

designed to benefit the College and surrounding community. It is designed to provide students with an understanding of how businesses and a market economy function, and the vital role that the entrepreneur plays in the free market system. Credit, 3 hours.

BA 221 Computerized Accounting Systems

Students develop competence with the Accounting Cycle, and utilize business forms to initiate and record common business transactions. Students use Microsoft Great Plains Dynamics software to enter, retrieve, and modify data, and prepare periodic financial statements. Prerequisite: BA 207. Offered in spring semester. Credit, 3 hours.

BA 231 Technical and Professional Writing

This course emphasizes the techniques of communicating specific information to a specified audience so that the reader's understanding matches the writer's intentions. Students will demonstrate a clear understanding of the purpose and the audience for each document, and prepare a variety of documents that are accurate, clear, complete, concise, well organized, and correct. (Same as English 231.) Prerequisite: English 102 with a grade of "C" or better. Credit, 3 hours.

BA 300/BA300H Principles of Management

This course examines the functions of management (planning, directing, controlling, organizing, staffing, communicating, and decision-making) from a balanced perspective. Credit, 3 hours.

BA 305 Governmental and Not-for-Profit Accounting

An exploration of the characteristics and types of governmental and not-for-profit

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organizations, their accounting systems and financial reporting requirements, and the sources of accounting principles for these organizations. Particular emphasis is given to fund accounting and Comprehensive Annual Financial Reports (CAFR). Prerequisite: Business Administration 330. (This course is taught every other year in the spring semester, alternate years to Business Administration 436) Credit, 3 hours.

BA 310/BA310H Ethical Issues in the Workplace

The primary objectives are to expose the student to many of the significant interrelationships, issues, philosophies, and points of view which affect the relationship between business and society. (Same as Philosophy 310.) Credit, 3 hours.

BA 312/BA312H Business Finance

This course is an introduction to the methods of financial management for all forms of business organization, with emphasis on the corporate form. Students will become familiar with internal and external financing methods of financing, capital budgeting and analysis of capital expenditures, and utilization of financial and operating leverage. A business calculator is required for this course, and the Texas Instruments BAI1 + Model is recommended. Prerequisites: Business Administration 207, 208, Credit, 3 hours.

BA 315 Business Law I

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations. Credit, 3 hours.

BA 316 Business Law II

A study of the judicial system, regulation

of commerce and competition, taxation, antitrust legislation, mergers and acquisitions, labor law, and the relationships of the Bill of Rights and the business world. Credit, 3 hours.

BA 317 Legal Issues in Technology

Explores the intersection between computer technology and the laws related to intellectual property (i.e., copyright, patent, trademark, and trade secret laws). Considers privacy and other First Amendment concerns raised by the use of computer technology. Considers the sale of software and the current state of the law as it relates to software licensing and the application of the Uniform Commercial Code. Credit, 3 hours.

BA 318 Small Business Management

A study of the processes and procedures of establishing a small business. The course focuses on identifying entrepreneurial opportunities and developing the managerial skills necessary for the successful operation of small firms. Prerequisite: BA 300 or permission of the instructor. Credit, 3 hours.

BA 322 Human Resources Management

A study of human resource management functions including planning, recruitment, selection, training, performance evaluation, compensation, and motivation. Prerequisite: Business Administration 300. Credit, 3 hours.

BA 323 Organizational Behavior

A study of the determinants of behavior at the individual, interpersonal, group, intergroup, and interorganizational levels. (Same as Psychology 323.) Prerequisite: Business Administration 300. Credit, 3 hours.

BA 325 Personal Finance and Investments

A study of consumer finance including budgeting and money management, insurance, transportation, investment, and taxes. Credit, 3 hours.

BA 330, 331 Intermediate Accounting I and II

Detailed study of the theory of accounts, financial statements, and techniques of solving specialized problems with an emphasis on the pronouncements of the Financial Accounting Standards Board. Prerequisites for Business Administration 330: BA 207 and BA 221. Prerequisite for Business Administration 331: BA 330. Credit, 3 hours.

BA 332 Income Tax Accounting

An examination of federal tax legislation. Problem work applicable to individuals and sole proprietorships with an overview of partnerships, corporations, estates, trusts, and gift taxation. Prerequisite: Business Administration 207. Credit, 3 hours.

BA 337 Cost Accounting

An intensive cost accounting course designed to blend theory with practical application for the accounting of manufacturing firms. Prerequisites: Business Administration 207, 208, and 221. Credit, 3 hours.

BA 341 Principles of Marketing

The role of marketing in the business environment is examined with respect to its functions, applications, and policies. Credit, 3 hours.

BA 342 Internet Marketing

Integration Internet tools into a strategic marketing plan. Included topics: developing a marketing plan; developing an internet presence; internet demographics; e-mail and discussion groups

as information gathering and publicity tools; creating an electronic storefront; and designing a Web page. (Same as Computer Science 342.) Prerequisite: Business Administration 341 or permission of instructor. Credit, 3 hours.

BA 344 Principles of Retailing

A study of retailing and wholesaling institutions with particular emphasis on the evaluation of market structure, design of marketing and merchandising strategy, selection of distribution channels, and analysis of locational factors. Credit, 3 hours.

BA 345 Consumer Behavior

A study of the role of the consumer in the marketing process. The social, political, economic, and technological factors influencing individual and institutional buying behavior and the firm's influence over these factors are examined. Prerequisite or Co-requisite: Business Administration 341 or Psychology 101. Credit, 3 hours.

BA 346 Sales Management

An analysis of sales force management including the functions of the sales manager, sales plan development, and the recruitment, selection, hiring and training of sales personnel. Prerequisite or corequisite: Business Administration 341. Credit, 3 hours.

BA 347 Marketing Research

The scientific method is applied to the solution of marketing problems. Fieldwork practice is offered in market research techniques including research design, data collection, statistical analysis, and interpretation of results. Prerequisites: Business Administration 341 and Mathematics 200. Credit, 3 hours.

BA 350 Leadership in Organizations

An examination of the significant research

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and theory that provides the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. Prerequisite: Business Administration 300. (Same as Human Resource Development 350 and Education 350.) Credit, 3 hours.

BA 360 World Trade and International Business

An overview of the field of study that focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. Prerequisites: Business Administration 341. (Same as Economics 360 and International Studies 360.) Credit, 3 hours.

BA 402 Production and Operations Management

A study of the production and operations management including production and inventory control models, forecasting, simplex linear programming, queuing theory, and PERT/CPM models. Prerequisites: Business Administration 300 or permission of instructor. Computer Science 102, Economics/Mathematics/Psychology/Business Administration 200; Mathematics 115. Credit, 3 hours.

BA 410 Implementing Strategic Management

A study of the implementation and management of business strategy with an emphasis on problem-solving techniques

and creative thinking. Prerequisites: Business Administration 207, 208, 300, 310, 315 or 402, 323, and 350. Credit, 3 hours.

BA 436 Auditing

Basic principles of auditing with emphasis on analyzing and verifying records and reports. Auditing standards, procedures, rules of professional conduct, and report writing will be studied. Prerequisites: Business Administration 330. Credit, 3 hours.

BA 452W Business Policy

The study of the functions of and responsibilities of general management and the problems which affect the character and success of the total enterprise. Prerequisites: Business Administration 207, 208, 300, 310, 312, 315, 341; Economics 203 and 204. Lab Fee. Credit, 3 hours.

BA 490 Business Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Internships require senior status, a minimum 2.8 grade point average, and recommendations from two Business department professors. Credit, 3-6 hours.

COURSE OFFERINGS IN CHEMISTRY

CH 100 Fundamentals of Chemistry

A survey of chemistry including the basic theories as well as the properties of substances. Designed for students whose professional objectives do not require a

more intensive training in the quantitative aspects of chemistry. Offered only in the Extended Campus and does not satisfy the laboratory science requirement for teacher education. Three hours lecture a week. Credit, 3 hours.

CH 105 Essentials of Chemistry

A survey of chemistry including the basic theories and the properties of substances. Designed for students whose professional objectives do not require a more intensive training in the quantitative aspects of chemistry. For students who have not had high school chemistry. Chemistry 105 is a prerequisite for Chemistry 110. Three hours lecture and three hours laboratory per week. Lab fee. Credit, 4 hours.

CH 110-111 General Chemistry I and II

Introduction to modern theories of atomic structure and chemical bonding; chemical reactions; stoichiometry; states of matter; solutions; equilibrium; acids and bases. Theory and applications of oxidation-reduction systems, thermodynamic and kinetics; complex equilibria and solubility product, coordination chemistry, nuclear chemistry and descriptive inorganic chemistry. Three hours lecture and three hours laboratory per week. Prerequisites: High school Chemistry or Chemistry 105 and Mathematics 091. Lab fee. Credit, 4 hours.

CH 201W Quantitative Analysis (w/ Lab)

Basic course in the theories and techniques of analytical chemical methods. Two hours of lecture and two three hour laboratory periods a week. Prerequisites: Chemistry 110, 111, and Mathematics 122. Lab fee. Credit, 4 hours.

CH 303-304 Organic Chemistry I and II

An introductory course in organic chem-

istry presenting an integrated study of the carbon compounds of the aliphatic and aromatic series emphasizing electronic interpretations of reaction mechanism. Three hours of lecture and a single three hour laboratory a week. Prerequisites: Chemistry 110 and 111. Lab fee. Credit, 4 hours.

CH 401-402 Physical Chemistry I and II

The study of gases, thermodynamics, chemical and phase equilibria, solutions, the study of kinetic theory, chemical kinetics, electrochemistry, transport properties and surface chemistry. Three hours of lecture and a single three hour laboratory a week. Prerequisites: Chemistry 201 and Mathematics 202. (Offered alternate years.) Lab fee. Credit, 4 hours.

CH 404 Instrumental Analysis

A more advanced presentation of the theoretical aspects of analytical chemistry. Emphasis is on optical, electrical, chromatographic procedures, and spectroscopy: Mass spec, UV-Visible, IR, and NMR. Three hours of lecture and two three-hour laboratories each week. Prerequisites: Chemistry 201 and Physics 201-202. (Offered alternate years.) Lab fee. Credit, 4 hours.

CH 440/440H Biochemistry

A study of the cell and the various metabolic processes and pathways within the cell. Carbohydrate, protein, and lipid metabolism is covered and how these products and their intermediates are manufactured and utilized in the body. Prerequisites: Biology 101-102, or permission of the instructor and advisor. (Same as Biology 440/440H.) Credit, 3 hours.

CHEMISTRY/COMMUNICATIONS

CH 480 Undergraduate Research

This course is designed to instruct students to carry out scientific research using current analytical procedures and techniques. Students will learn experimental design, literature review, and data analysis using a problem mutually agreeable to the student and faculty member. Students will present the final results in publication form. Must have permission of the instructor. (Same as Biology 480). Lab fee. Credit, 1-3 hours.

COURSE OFFERINGS IN COMMUNICATIONS

Note: Offered at selected sites for individuals with baccalaureate degrees seeking initial teacher certification or renewal of teaching credentials.

CM 401 Visual Communication

An introduction to the fundamental techniques, concepts, and principles of visual communication designed especially for teachers. Through a series of projects, students will explore the techniques of visual communication through the use of typography, photography, illustrations, symbolism, color, and graphic design. Students will be encouraged to incorporate these various methods and techniques of visual communication in their classroom to enhance the teaching of concepts and skills to their students. Credit, 3 hours.

CM 402 Scholastic Journalism

An introduction to the fundamental techniques, concepts, and principles of layout and design and how they relate to publications. Through a series of projects, students will explore the many content areas of journalism, including theme development, layout and design, photography, graphics, and copy writing.

Students will be encouraged to apply these fundamentals in their school's various publications, such as the yearbook, newspaper, newsletter, or literary magazine. Credit, 3 hours.

CM 403 Advanced Layout and Design

A study using advanced techniques of layout and design. In addition to the basic fundamentals of the introductory course, students will explore the use of multi-column formats, advanced graphics, special effects, screened and patterned backgrounds, silhouetted photos, rule lines, and tilted elements. Design options using desktop publishing programs will also be discussed. Credit, 3 hours.

CM 404 Technology for Teachers

An introduction to the technological resources available to teachers. This course is designed to enhance teaching techniques and to support the learning process. Discussions will focus on computer hardware, recommended software programs for teachers, and the use of the Internet and telecommunications as instructional resources. There will be an emphasis on the practical application of information technology as it relates to written and visual communication in the classroom. Credit, 3 hours.

CM 404A PowerPoint for Teachers

An introduction to Microsoft PowerPoint. Students will be introduced to PowerPoint features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating and editing presentations, formatting text, printing presentations, working with objects, using Word Art, Clip Art and animation, and building and running slide shows. Credit, 3 hours.

CM 404B Excel for Teachers

An introduction to Microsoft Excel. Students will be introduced to Excel features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating, modifying, formatting, and printing worksheets; working with basic formulas and functions; and working with charts. Credit, 3 hours

CM 404C Word for Teachers

An introduction to Microsoft Word. Students will be introduced to Word features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating, formatting, editing, saving and printing documents, working with tables, moving and copying text, and using automatic text features. Credit, 3 hours.

CM 404D Web Page Design (FrontPage) for Teachers

An introduction to FrontPage. Students will be introduced to FrontPage features and steps required to use the software effectively in their classrooms. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: creating, modifying and formatting web pages, creating hyperlinks in webs, and publishing and maintaining web pages. Credit, 3 hours.

CM 404E Photoshop for Teachers

An introduction to Photoshop 7.0. Students will be introduced to Photoshop features and steps required to use the software effectively in their classrooms. Also, students will learn how to use the

Internet as an instructional resource. Topics covered include, but are not limited to, learning to use the tools necessary for selecting, moving, duplicating, and resizing images, using layers and filters to create special effects, and saving images in formats for print and Web use. Credit, 3 hours.

CM 404F Publisher for Teachers

An introduction to Microsoft Publisher. Students will be introduced to Publisher features and steps required to use the software effectively in their classrooms. Topics covered include, but are not limited to, the following: Creating, Formatting, Editing, Saving and Printing Publications; working with objects and Graphics, Working with Tables, and Designing Newsletters and Tri-Fold Brochures.

**COURSE OFFERINGS IN
COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY**

CST 091 Computer Literacy

A course in developing hands-on literacy, covering computer systems and their major components, operating systems, application programs, and networking. Use of standard tools such as word processors, e-mail, and web browsers are emphasized. The credit does not count toward the hours needed for graduation. Credit, 3 hours.

CST 102 Microcomputer Applications

This is an introduction to microcomputer applications concentrating on use of word processing, presentation, spreadsheet, and database software applications. (Same as Business Administration 102.) Prerequisite: CST 091 Credit, 3 hours.

CST 103/103H Basic Concepts of the Internet and the World Wide Web

This course covers basic Internet and World Wide Web concepts: Navigating the Web with a browser, configuring and using an e-mail program, searching the Web with popular search engines, obtaining reliable information from the Web, researching the basics of Internet security, and creating web pages using both HTML and an HTML code generator. Prerequisite: CST 091. Credit, 3 hours.

CST 105 Introduction to Computer Science

A course intended for CST majors. A fundamental course in understanding computers, including: computer systems and their major components/architecture, data representation, operating system and networking concepts. An introduction to processor level and higher level programming will be an important part of this course. Prerequisite: CST 091 or exemption from CST 091. Credit, 3 hours.

CST 110 Survey of Programming Languages

A course which focuses on three or four high level languages comparing features and goals of the languages. Unique characteristics of each language are emphasized through the assignment of small projects in each language. Prerequisite: CST 105. Credit, 3 hours.

CST 201 Operating Systems and Networking Fundamentals

This course covers current system software, including topics as process, memory and device management, security, networking, and distributed operating systems, as well as communications of computers using networks including

topics such as: basic network protocols, network operating systems, typical network hardware, and a brief overview of standard network communication applications. Prerequisite: CST 105 Credit, 3 hours.

CST 205 Programming I: Imperative Programming

A course concerned with problem solving using a high level language focusing on the basic techniques of programming: data types, control structures, iteration, I/O, and procedural abstraction. Prerequisite: CST 110 or permission of instructor. Credit, 3 hours.

CST 206 Programming II: Object Oriented Paradigm

A course concerned with presenting the programming approach of object-oriented languages with a focus on data abstraction, objects, classes, methods, and inheritance. Prerequisite: CST 205. Credit, 3 hours.

CST 209 Multimedia in the Classroom

The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. (Same as Human Resource Development 209 and Education 209). Prerequisite: CST 102. Credit, 3 hours.

CST 210 Word Processing and Desktop Publishing Software

This course covers the intermediate and advanced use of microcomputer word processing and desktop publishing software with an emphasis of hands-on use. Projects involving each type of software will be assigned. Prerequisite: CST 102. Credit, 3 hours.

CST 211 Database Software

This course covers the intermediate and advanced use of microcomputer database software with an emphasis of hands-on use. Projects involving use of this software will be assigned. Prerequisites: CST 102. Credit, 3 hours.

CST 212 Spreadsheet Software

This course covers the intermediate and advanced use of microcomputer spreadsheet software with an emphasis of hands-on use. Projects involving use of this software will be assigned. Prerequisites: CST 102. Credit, 3 hours.

CST 214 Presentation Software

This course covers both presentation management and drawing software with an emphasis of hands-on use. Projects involving use of this software will be assigned. Prerequisites: CST 102. Credit, 3 hours.

CST 221 Network Security Fundamentals

This course provides the fundamental knowledge needed to analyze risks to the system and implement a workable security policy that protects information assets from potential intrusion, damage, or theft. This course maps fully to CompTIA's Security+ Exam objectives certification. Prerequisites: CST 201. Credit, 3 hours.

CST 227 E-Business Technologies

This course covers the use of Internet technologies and standards in the conduct of e-business. (Formerly numbered CST 327) Prerequisite: CST 103. Credit, 3 hours.

CST 234 Web Page Development

This course covers the design, development, and creation of Web pages using the HyperText Markup language (HTML) and the eXtensible Markup

language (XHTML). Prerequisites: CST 103. Credit, 3 hours.

CST 236 Introduction to Scripting

This course covers the history and evolution of scripting and use of scripting languages. Prerequisite: CST 234. Credit, 3 hours.

CST 242 Internet/Intranet Management

This course covers the duties and responsibilities of Internet and Intranet managers including domain management, hardware and software selection and configuration, telecommunications evaluation and selection, and legal and security issues related to e-business and Internet sites. Coverage also includes the use of extranets. Prerequisites: CST 234. Credit, 3 hours.

CST 303 Programming III: Advanced Algorithms and Data Structures

Advanced programming techniques, data structures, and file organization are covered in depth. Program complexity and an introduction to artificial intelligence are included. Prerequisites: CST 206 and Mathematics 302. Credit, 3 hours.

CST 304 Information Systems Analysis and Design

This course covers the software development life cycle, including specification of requirements, system/program design and development, and operations and maintenance. Prerequisite: CST 205. Credit, 3 hours.

CST 305 Database Management

This course covers network, hierarchical, and relational databases. Emphasis is placed on database organization, design and use of database management systems, and data description languages. Prerequisite: CST 205. Credit, 3 hours.

CST 306 Programming IV: Advanced Programming

This course covers advanced programming techniques using state-of-the-art languages. Topics include interaction with databases, operating systems, and application programs. A specific language such as Visual Basic will be emphasized. Prerequisite: CST 206. Credit, 3 hours.

CST 310 Office Application Programming VBA

This course extends the normal use of Office applications by using macros and embedded programming capabilities, such as Visual Basic for Applications. Prerequisites: CST 210, 211, and 212. Credit, 3 hours.

CST 320 History of Business and Technology

An introduction to western business technology from medieval times to the present. Examines the rise of business in America, the role of the corporation, business and labor, and business and government. Examines the process of technical change, the nature of technological systems, the diffusion of technological improvements, and the role of technology in broader historical movements. (Same as History 320.) Credit, 3 hours.

CST 321 Implementing Network Defense and Countermeasures

This course will focus on the background theory of security professional requirements, and will cover such topics as Firewalls and Virtual Private Networks (VPNs). Students will gain the knowledge required to evaluate, implement, and manage secure remote-access technologies. This course prepares students for the Security Certified Network Professional (SCNP) certification. Prerequisite: CST 221. Credit, 3 hours.

CST 322 Implementing Internet/ Intranet Firewalls

This course will focus on protecting the network. Students will also gain extensive hands-on experience installing and configuring a firewall. Students will learn how to allow access to key services while maintaining organizational security, as well as how to implement firewalls in virtual private networks. Prerequisite: CST 321. Credit, 3 hours.

CST 325 Implementing Operating Systems and Applications Security

This course provides in-depth explanations of operating systems security features. This course also provides the knowledge and skills students will need to maintain the integrity, authenticity, availability, and privacy of data. Prerequisite: CST 321. Credit, 3 hours.

CST 326 Internet Database I: DBMS

This course covers the development and use of Internet databases using an Internet database management system (IDBMS). Prerequisite: CST 236. Credit, 3 hours.

CST 328 E-Business Applications Development

This course covers the use of automated tools in the creation and management of e-business sites and content. Emphasis is on the creation and use of electronic storefront as a business resource. Prerequisite: CST 227 and CST 234. Credit, 3 hours.

CST 330 Internet Programming II

Covers the use of object-oriented programming languages, such as Java, in the creation of programs, applets, and interactive Web sites. Prerequisite: CST 205. Credit, 3 hours.

CST 331 Internet Programming III

This course covers the use of intermediate languages and tools, such as Dynamic

HTML (DHTML) in the creation of Web page content. Prerequisite: CST 236. Credit, 3 hours.

CST 335 Web Development Tools

Covers the use of automated tools in the creation and maintenance of Web pages and site content. Prerequisites: CST 234. Credit, 3 hours.

CST 340 Internet Graphics

This course covers the creation of icons, images and graphics using image editors, animation using an animation editor, color theory, and the use of various image file formats. Prerequisites: CST 234. Credit, 3 hours.

CST 342 Internet Marketing

Integrating internet tools into a strategic marketing plan. Included topics: developing a marketing plan; developing an internet presence; internet demographics, e-mail and discussion groups as information gathering and publicity tools; creating an electronic storefront; and designing a web page. (Same as Business Administration 342.) Prerequisites: Business Administration 341. Credit, 3 hours.

CST 360 Programming V: Design and Structure of Programming Languages

Topics for this course include: history of programming languages, syntax and semantics, treatment of differing data types, and alternative language styles including functional languages and logic languages. Prerequisite: CST 303. Credit, 3 hours.

CST 403 Theory of Computation

This course covers theoretical issues of computing: automata, formal languages, Turing machines, computability, recursive languages, lambda calculus, decidability, and complexity analysis. Prerequisite: CST 303. Credit, 3 hours.

CST 405 Database Programming

This course covers the use and programming of relational databases at an intermediate and advanced level. SQL will be an important component of this course. Prerequisite: CST 211. Credit, 3 hours.

CST 421 Computer Forensics

This course presents methods to properly conduct a computer forensics investigation. The course begins with a discussion of ethics while mapping to the objectives of computer forensics and investigations as a professional. The completion of this course will prepare the student for the International Association of Computer Investigative Specialists (IACIS) certification. Prerequisite: CST 221. Credit, 3 hours.

CST 422 Disaster Recovery and Backup

This course provides the student with a foundation in disaster recovery and backup principles. The course includes preparation of a recovery and backup plan, assessment of risks, development of policies and procedures, implementation of the plan, testing, and rehearsal of the plan. Prerequisite: CST 221. Credit, 3 hours.

CST 423 Security Policy and Procedures

This course examines the field of information security to prepare students for their future roles as business decision makers. The course covers information security within a real-world context by including examples of issues faced by today's professionals. This course will prepare the student for Certified Information Systems Security Professional (CISSP) certification. Prerequisites: CST 221. Credit, 3 hours.

COMPUTER SCIENCE

CST 425 Internet Security

This course is designed to educate students in the concepts and techniques related to the general security, network security, operating system security, and methods for testing security. Both Unix and Microsoft operating systems are covered, providing a broad range of information essentials. In addition, this course prepares the student for the CIW Security Professional exam. Prerequisites: CST 221. Credit, 3 hours.

CST 429 E-Business Operations and Management

This course is a comprehensive overview of the issues surrounding conducting business on the Internet. Case studies and a comprehensive project are part of the course. Prerequisites: CST 328. Credit, 3 hours.

CST 431 Internet Site Operations

This course gives students experience in the operations and management of a live Web site. Students will be assigned a live Web site and will operate and manage the site using site management software. Prerequisites: CST 242. Credit, 3 hours.

CST 432 Internet Database II: Scripting

This course covers the use of scripting languages, such as PHP, in the retrieval and incorporation of data stored in Internet databases into Web page content. Prerequisites: CST 326. Credit, 3 hours.

CST 435 Internet Programming IV

This course covers the use of advanced languages, such as the extensible Markup Language (XML), in the creation of Web page content. Prerequisite: CST 331. Credit, 3 hours.

CST 440 Project Management for Programmers

This course focuses on the organization and management behind large-scale programming projects. Topics include: requirement analysis and specification, testing and validation, and programming tools and standards. Prerequisites: CST 303. Credit, 3 hours.

CST 441 Project Management for Information Technology

This course focuses on the organization and management behind large-scale information technology projects. Topics include: requirements analysis and specification, testing and validation of information technology tools. Prerequisite: CST 405. Credit, 3 hours.

CST 449 Special Topics in Internet Management

This course covers special topics in Internet management. Specific topics will be provided by the professor. Prerequisites: CST 431. Credit, 3 hours.

CST 470W Capstone Project

This is the computer science capstone project course for all Computer Science Information Technology majors. This course applies the foundational concepts of computer science through a comprehensive project, chosen in accordance with the student's major concentration and career goals. Students will be required to plan, research, and develop a large-scale project in conjunction with the student's major concentration: programming, security, information technology, or internet management. Additionally, students will be required to furnish weekly written status reports and a mid-term progress report, create a detailed PowerPoint presentation of the finished project, and

complete a comprehensive final exam drawn from the core computer science courses. Prerequisites: All required courses in CST major/concentration. Credit, 3 hours.

CST490 Computer Science

Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as a supervisor at the internship site to direct the student's activities. The student is required to complete 125 hours or 250 hours for three semester hours or six semester hours of credit, respectively. Internship requires junior or senior status. Credit, 3-6 hours. Prerequisites: Junior or senior status.

**COURSE OFFERINGS IN
CRIMINAL JUSTICE**

CJ 201 Introduction to Criminal Justice

An introductory study of the criminal justice system including the structure, process and function of the police, the court system, and its subsystems, the processing of offenders, and punishment alternatives. Credit, 3 hours.

CJ 203 Criminal Law

The history, purpose, and theory of criminal law. An examination of the classification of crimes and the nature of criminal liability. Credit, 3 hours.

CJ 205 Investigative Methodology in Criminal Justice

This course will provide the student with a historical and current introduction to investigative methodology as utilized by the Criminal Justice System. The student will learn practices and techniques that have been conducted and why they

did or did not work. Legal decisions and scientific discoveries will also be explored to show how courts, science, and education have influenced the practice of investigations. Credit, 3 hours.

CJ 210 Introduction to Private Security

This course will introduce the students to the field of private security and how it relates to the public criminal justice system. Included in the course will be the history of private security in the United States and how it grew into an international business. Post 9/11 security changes at the local, state, national and international levels of society will be explored and examples of successful and failed models will be discussed. Credit, 3 hours.

CJ 301 Principles of Law Enforcement

This course is an examination of law and policy in a criminal justice context with emphasis on law enforcement agencies and procedures. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 310 Juvenile Justice

A comprehensive treatment of the juvenile justice system which examines juvenile delinquency from several perspectives. The course will explore the current public and political climate surrounding delinquency and youth crime with an emphasis on gangs and the policies initiated to deal with them. It will also examine the debate on the media's role in generating juvenile violence. Where appropriate, examples from South Carolina will be used. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CRIMINAL JUSTICE

CJ 321 Theories of Criminal Justice

Criminology is an important social and behavioral science devoted to the study of crime as a social phenomenon. Criminology fosters debate, contributes ideas, and suggests solutions to difficult problems arising out of crime and the behavior of criminals. It provides the theoretical basis for much of Criminal Justice. The purpose of this course is to discuss these problems, their origins, and their possible solutions. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 325 Ethics in Criminal Justice

An introduction to ethics in the field of Criminal Justice. The main focus of the course will be on morality and ethics and the importance of ethics for criminal justice professionals. The Nuremberg Trials are used as a case study to reinforce the ethics lessons taught in the textbook. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 330 Corrections

The course is an introduction to the field of corrections. The main focus of the course will be on correctional systems, inmates, issues of institutionalization, inmate characteristics, and current issues in corrections. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 335 American Court Systems and Practices

An exploration of the American Court System as it relates to social control by the Criminal Justice System. Court History, members, institutions, and their relationships will be studied. The Court systems of federal, state, county, and local governments will be compared and

the members of each component will be studied. Court system structures of other political systems will be compared to the current system in the United States. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 340W Criminal Procedures

This course concentrates on those legal procedures which ensure a defendant's Constitutional rights. Important court cases are introduced. Prerequisites: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 345 Probation and Parole

An introductory course that examines the role of probation and parole as a component of the criminal justice system. The course will cover the introductory philosophy of pretrial and prerelease programs, and revocation procedures. Prerequisite: Criminal Justice 201 Credit, 3 hours.

CJ 350 Criminal Justice

Management

The focus of this course is management techniques within criminal justice agencies. Court administrative techniques, police executive-leadership issues, correctional administration theories, and liability cases will be covered extensively. This is an introductory course for entry and mid-level management positions. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 410 Social Control and Deviance

Students will explore Social Control Theories and how they relate to deviance in our society. Explanations of deviance and how behaviors are defined as deviance will be explored and studied. Students will see the relationships between

behaviors that have been deviant and are now acceptable, and the paths that are taken to address these behaviors in public policy and law. Prerequisites: CJ 201, 321, or permission of the instructor. Credit, 3 hours.

CJ 440 Constitutional Law

In this course students learn the history and philosophy of American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties. Prerequisite: Political Science 242. (Same as PO 440.) Credit, 3 hours.

CJ 450W Senior Seminar

This course will be a seminar on the Criminal Justice System in the United States. The students will read from an extensive reading list of Criminal Justice research and discuss methods and conclusions that have been developed concerning the police, courts, corrections and theory in Criminal Justice issues. Students must successfully pass this course to graduate with a Criminal Justice degree. Prerequisites: CJ201, 203, and 321. Final semester of college, Criminal Justice major, all other Criminal Justice courses completed or in the process of completion. Credit, 3 hours.

CJ 460 Special Topics in Criminal Justice

A review of relevant themes and issues evolving and current in the discipline. Students are expected to familiarize themselves with the topics and be prepared to discuss the readings in class. Extensive out of class research and writing is expected of each student during the class. (May be repeated, with different topics, three times by student.) Prerequisite: Junior or Senior standing, or permission of the instructor. Credit, 3 hours.

CJ 490 Criminal Justice Internship

The criminal justice student is placed in an approved agency or setting appropriate to his or her skills and career goals. The student is supervised in the field by a site supervisor as well as by the faculty internship director. The student is responsible for performing the tasks assigned by the site supervisor as well as for written assignments from the internship director. (No more than 6 SH may be applied for Criminal Justice coursework). A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Prerequisite: Must be a Criminal Justice major and have at least 18 semester hours of core curriculum finished and permission of the instructor.) Credit, 3-6 hours.

COURSE OFFERINGS IN ECONOMICS

EC 200 Elementary Statistics

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Business Administration 200, Mathematics 200 or Psychology 200.) Prerequisite: Mathematics 091 or exemption from Mathematics 091. Credit, 3 hours.

EC 203 Microeconomics

An introduction to the study of economics with emphasis placed on supply and demand analysis, the determination of prices, and problems of individual sectors of the economy. Prerequisite: Three hours of College-level MA 100 or above, or permission of the instructor. Credit, 3 hours.

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EC 204 Macroeconomics

An analysis of the overall economy with emphasis placed on fiscal and monetary policies, economic growth, and the role of government in a capitalist economy. Prerequisite: Three hours of College-level MA 100 or above, or permission of the instructor. Credit, 3 hours.

EC 211 Economic Geography

This course examines the spatial relationships between people, places, and environments with respect to how societies answer the questions of what, how, and for whom to produce. The relationships are examined at the local, regional, and global levels. (Same as Geography 211.) Credit, 3 hours.

EC 220 Environmental Economics

The course examines the economic aspects of major environmental issues and environmental policies. Economic concepts presented to examine these issues include opportunity cost, comparative advantage, supply and demand, and benefit-cost analysis. Credit, 3 hours.

EC 301 Intermediate

Microeconomics Analysis

Advanced analysis of the operation of the market economy in the areas of value and distribution theory. Prerequisites: Economics 203, 204 and Mathematics 150. Credit, 3 hours.

EC 302/302H Intermediate

Macroeconomics Analysis

Advanced analysis of the measurement of the national income, employment, and economic growth. Prerequisites: Economics 203, 204, and Mathematics 150. Credit, 3 hours.

EC 307 Money and Banking

A study of the institutional framework of the monetary system. Topics covered include the definition and measurement of

money, the role of money in the economy, and monetary policies of the federal government. Prerequisites: Economics 203 and 204. Credit, 3 hours.

EC 316 Managerial Economics

The application of economic theory to problems arising in the decision-making process of managers. Topics covered include profit maximization and cost minimization, pricing policies, and investment analysis. Prerequisites: Economics 203 and 204; Mathematics 115 and 200. Credit, 3 hours.

EC 350 United States Economic History

A study of the economic development of the United States from the Colonial period through the present. Areas of emphasis are international trade, banking, labor relations, and government economic policy. (Offered alternate years.) (Same as History 350.) Credit, 3 hours.

EC 360 World Trade and International Business

An overview of the field of study that focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. (Same as Business Administration 360 and International Studies 360.) Prerequisite: Business Administration 300 or 341. Credit, 3 hours.

COURSE OFFERINGS IN EDUCATION

NOTE: A majority of the Education courses in each certification area will be taught by full-time faculty.

**ED 090E Basic Skills in Education/
English**

A course to help students remedy deficiencies in writing skills identified by the Education Entrance Exam. Credit for the course will not count toward graduation requirements. This course may be taken more than once. Lab fee. Credit, 1 hour.

**ED 090M Basic Skills in Education/
Mathematics**

A course to help students remedy deficiencies in mathematics skills identified by the Education Entrance Exam. Credit for the course will not count toward graduation requirements. The course may be taken more than once. Lab fee. Credit, 1 hour.

**ED 090R Basic Skills in Education/
Reading**

A course to help students remedy deficiencies in reading skills identified by the Education Entrance Exam. Credit for the course will not count toward graduation requirements. This course may be taken more than once. Lab fee. Credit, 1 hour.

**ED 101W Introduction to Adult
Education in the Workplace**

This course will introduce the student to current issues in adult education and business training related to history, current status, and trends. Organization of instruction, instructional settings, relation to general education, integration and impact of technology, curriculum development/review, and evaluation of business training/education impact in the workplace. (Same as Human Resource Development 101.) Credit, 3 hours.

ED 200 Principles of Education

A survey of (1) the changing scene of education in public schools, (2) the

legal and financial aspects of education, (3) the teaching profession, and (4) the effective classroom. Two hours per week or twenty hours are spent assisting and observing public school teachers. Lab fee. Credit, 3 hours.

**ED 201W Training Proposal and
Report Writing**

Students will learn principles and practices of preparing training proposals and determining outcomes. Students will also study, determining formats, schedules, and staffing needs for educational programs. The students will survey the principles and practices of financing training programs and managing educational budgets. (Same as Human Resource Development 201.) Prerequisite: English 102 with a grade of "C" or better. Credit, 3 hours.

ED 209 Multimedia in the Classroom

The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. (Same as Computer Science 209 and Human Resource Development 209.) Prerequisite: Computer Science 102. Credit, 3 hours.

ED 210 Tutoring Practicum

This course will enable students to become trained as peer tutors. The course will aid peer tutors in recognizing and working with students with learning discrepancies in a variety of subjects. This will give education majors valuable work experience in their field. It will also give other students practical experience as tutors and elective credit for providing a needed service to fellow Limestone students. This course must be taken by all student tutors working in the

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PALS program at least once within their first calendar year of hire. This course will focus on teaching study skills to aid students with memory enhancement, note taking, and gaining the most information from reading the text. Students may enroll in ED 210 as a credit course for as many as four semesters; after four semesters students may repeat it as a non-credit course. Pre-requisites: EN 101 and EN 102, Sophomore status, 3.0 GPA in tutoring subject area or recommendation of instructor. Credit, 1 hour.
Grading: Pass/Fail.

ED 280 Teaching Art in the Elementary School

An art course for art and elementary education majors designed to prepare students to teach art on the elementary level. Observation in the public schools is required. Two hours of lecture and one hour of laboratory per week. (Same as Art 280.) Prerequisite: Passing Praxis I. Credit, 3 hours.

ED 300 Field Experiences for Elementary Education

The first of three sequential, incremental clinical experiences required of elementary education majors. Students gain experience, practice and training in the classroom as they work with an individual child to help strengthen that child's learning skills, confidence, and self esteem. Prerequisite: Passing Praxis I. Credit, 1 hour.

ED 301 Field Experiences for Education Majors

The second of three sequential, incremental clinical experiences required of elementary education majors. The first of two clinical experiences for secondary education majors. Students spend forty (40) hours in a public school classroom

[except for elementary education majors who spend thirty (30) hours in the classroom]. Students work in public schools to plan, observe and instruct small groups of students. For K-12 certification, students will work in an elementary school. Prerequisite: Education 300 (elementary education majors only) and passing Praxis I. Credit, 1 hour.

ED 302 Field Experiences for Education Majors

The third of three sequential, incremental clinical experiences required of all elementary education majors. The second of two clinical experiences for secondary education majors. Students spend forty (40) hours in a public school classroom [except for elementary education majors who spend thirty (30) hours in the classroom]. Students combine theory and practice by planning and directing activities for large groups of students. For K-12 certification, students will work at the secondary level. Prerequisites: Education 300 and 301 for elementary majors, 301 for secondary majors, passing Praxis I. Credit, 1 hour.

ED 303W Teaching Reading in the Elementary School

A survey of the methods and materials for teaching reading, listening, speaking, and writing. Traditional and current approaches to teaching reading are examined. Prerequisite: ED 200. Passing Praxis I. Credit, 3 hours.

ED 304 Teaching Reading and Writing in the Content Areas

A study of the reading and communication skills and strategies necessary for effective teaching in subject matter areas. This course includes instruction in ADEPT and various learning styles. Prerequisite: Education 200 and passing Praxis I. Credit, 3 hours.

ED 309 Tests and Measurements

An introductory course in testing and measuring. Emphasis is on statistics, test construction, selecting tests, administering tests, scoring tests, and interpreting tests. (Same as Human Resource Development 309 or Psychology 309.) Credit, 3 hours.

ED 310 History and Philosophy of Education

A study of the historical, philosophical and sociological foundations of the American educational system. Prerequisite: Education 200 and passing Praxis I. Credit, 3 hours.

ED 320 The Exceptional Child

This course includes the study of a variety of disabilities that afflict school-age children and youth. Attention will be given to special problems of adjustment and adaptation as it relates to the school setting. Additional emphasis will be placed on techniques and resources for assisting these children to maximize their respective potentialities. (Same as Psychology 320.) Credit, 3 hours.

ED 328 Literature for Children

A study of traditional and modern literature for children with an emphasis on criteria for evaluating children's books and methods of integrating children's literature into the elementary curriculum. This course does not meet the General Education literature requirement. (Same as English 328.) Prerequisite: ED 200. Passing Praxis I. Credit, 3 hours.

ED 345 Methods of Teaching Mathematics in the Elementary School

The purpose of this course is to describe the techniques and skills necessary for successfully teaching mathematics at the elementary school level. Students

will be actively engaged in constructivist based problem-solving, hands-on activities, hypothesis generating and testing, experimentation, and other methods of teaching mathematics. Emphasis will be placed on using everyday objects and technology to teach. Diagnostic prescriptive strategies will also be explored. Prerequisites: ED200, ED 355, pass Praxis I. Credit, 3 hours.

ED 346W Methods of Teaching Science in the Elementary School

The purpose of this course is to describe the techniques and skills necessary for successfully teaching content in science at the elementary school level. Teacher candidates will be actively engaged in problem-solving, hands-on activities, inquiry-based design, experimentation, and other methods of teaching science. Attention will be given to the use of technology and best practices based on research. Prerequisites: ED 200, ED 355, pass Praxis I. Credit, 3 hours.

ED 350 Leadership in Organizations

An examination of the significant research and theory that provides the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. (Same as Human Resource Development 350 or Business Administration 350.) Prerequisite: Business Administration 300. Credit, 3 hours.

ED 352 Fine Arts for the Elementary Education Teacher

This course enables students to explore

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the visual and performing arts as they relate to elementary students. Emphasis will be on integration of the fine arts into the academic curriculum. Students will write about and discuss the connections between the fine arts (music, theatre, dance, visual art) and core subjects (science, social studies, reading, writing, and math). Students will create activities that teach core subjects through explorations of the fine arts. Prerequisite: ED 200, Elementary Education students must have passing scores on Praxis I exams. Credit, 2 hours.

ED 354 Teaching in the Adult Environment

An examination of teacher behaviors and techniques that enhance student learning. The student will learn to use a systems approach to instructional methods in occupational training. The course will examine the theories of how adults learn compared to children and will develop teaching techniques, curriculum development, and skills to use with different learning styles in order to become an effective teacher. (Same as Human Resource Development 354.) Prerequisite: Human Resource Development/Education 101. Credit, 3 hours.

ED 355 Principles of Effective Teaching in the Elementary Classroom

This course includes instruction in classroom management, creating effective lesson plans based on the South Carolina curriculum standards, and using both traditional and alternative assessments to plan effective instruction. Prerequisite: Education 200, passing Praxis I. Credit, 3 hours.

ED 358 Teaching Social Studies and the Language Arts in the Elementary School

This is a methods course for elementary education majors which attempts to integrate the language arts with social studies. The course will concentrate on the objectives, methods, and procedures for teaching both the language arts and social studies. Prerequisites: Education 200, 355, and passing Praxis I. Credit, 3 hours.

ED 412 Diagnostic and Prescriptive Teaching of Reading

A study of the nature and causes of reading difficulties. Emphasis will be placed on instructional strategies which can be used to supplement corrective teaching. Prerequisites: Education 303 and passing Praxis I. Credit, 3 hours.

ED 420 Staff Development and Training

Provides an extensive analysis of the staff development and training field from its historic evolution to current methods and trends. Emphasis is on learning how to design and manage effective training programs for the workforce in both public and private sectors of the economy. Also examines the responsibilities of human resource practitioners and their roles and functions within an organization. (Same as Human Resource Development 420.) Prerequisites: Business Administration 300, Human Resource Development/Education 201, Business Administration 322, Human Resource Development/Education/Psychology 304, Business Administration/Human Resource Development/Education 350, and Human Resource Development/Education 354. Credit, 3 hours.

ED 452 Directed Student Teaching

The final course for elementary majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom. The ADEPT process is used to evaluate the student teaching experience. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to the rule may be made by the Teacher Education Committee upon the recommendation of the Division. Grading is on a Pass/Fail basis. Credit, 12 hours.

COURSE OFFERINGS IN ENGLISH

EN 090 Developmental Reading and Study Skills

This course is designed to provide special instruction in reading and study skills for those students who are identified as having deficiencies in these areas. A student required to take English 090 must enroll in the course during his/her first semester on campus and must be continuously enrolled until the proficiency level is reached. Grading is on a Satisfactory/Unsatisfactory basis. Credit awarded for the course will not count toward hours needed in completing graduation requirements. After successful completion of this course, a student must immediately enroll in English 091. Lab fee in selected sections. Credit, 3 hours.

EN 091 Developmental Writing

This course is designed to provide special instruction for students identified as having deficiencies in writing. A student required to take English 091 must be continuously enrolled until the proficiency level is reached. After successful completion of the course, a student must immediately take English 101. Credit

awarded for the course will not count toward hours needed in completing graduation requirements. Lab fee in selected sections. Credit, 3 hours.

EN 101W Freshman Composition

An introduction to college composition, this course emphasizes the skills necessary for writing well-organized and effective essays in support of a thesis. Students will write and revise a variety of essays that demonstrate critical reading skills and competence in standard English usage. A special section of this course with computer-aided instruction may be offered periodically. A student required to take English 101 must enroll in the course during his/her first semester on campus and must be continuously enrolled until the proficiency level is reached. After successful completion with a grade of at least a "C," a student must immediately take English 102 (Lab fee in select sections.) Prerequisite: English 091 or exemption from English 091. Credit, 3 hours.

EN 102W Expository Prose

The course will emphasize methods of developing the expository essay through selected readings and intensive writing. Attention will be given to oral communication skills, extended analysis and argument, techniques of library research, and its organization and presentation in one or two long papers. A grade of "C" or better is required in this course, or it must be repeated continuously until a grade of "C" is earned. Prerequisite: English 101. Credit, 3 hours.

EN 103HW Honors Writing Seminar

This course emphasizes critical reading, analytical and argumentative writing, the techniques of library research, clear and coherent organization and presentation

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of materials, mastery of grammatical essentials, and legitimate use of outside sources. A grade of “C” or better is required in this course, or it must be repeated continuously until a grade of “C” is earned. Open only to students in the Honors Program. Prerequisite: English 091 or exemption from EN 091. Credit, 3 hours.

EN 105 Fundamentals of Public Speaking

A public speaking course which emphasizes research, organization, delivery, and presentation of various types of speeches. A grade of “C” or better is required in this course to satisfy Limestone’s Verbal Skills requirement. The course must be repeated until a grade of “C” or better is earned. Prerequisite: EN 101 or a qualifying score on the English placement examination to exempt EN 101. Credit, 3 hours.

EN 201W Experiences in Literature

A study of selected works of poetry, drama, and fiction from different periods and cultures with the objective of enhancing the student’s appreciation of literature. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 201HW Experiences in Literature

An honors section of English 201. It deals with the same matters as English 201, but in more depth and breadth. Open only to students in the Honors Program or by permission of the instructor. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 202W Major British Authors I

A survey of the most important literary movements, figures, and genres from

Beowulf through the early eighteenth century. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 203W Major British Authors II

A survey of the most important literary movements, figures, and genres from the late eighteenth century into the twentieth. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 204W Major American Authors I

Extensive readings in major American authors through Emily Dickinson. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 205 Major American Authors II

Extensive readings in major American authors from Mark Twain through the present. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 206W Continental European Literature

Extensive readings in masterpieces of Western literature from Homer through Cervantes (excepting the British). This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 207 Writing Center Practicum

This course will enable students to engage in the practice of writing instruction as peer tutors. This course will be informed by current Composition theory and practice and will work toward the development of a writing center praxis. Course participants will learn to evalu-

ate and critique student writing in the setting of one-on-one peer tutorials. Students will learn the fundamentals of composition pedagogy as it is situated in writing center work and engage in an ongoing conversation about their practice as writing tutors. This course must be taken by all students working as tutors in the Writing Center. Students may repeat English 207 for credit up to four times. Students must enroll in English 207 as a credit course for at least two consecutive semesters; after two consecutive semesters, students may repeat English 207 as a non-credit course. Prerequisite: Approval of instructor. Credit, 1 hour.

EN 212W/212HW Drama

Appreciation

A general survey course designed to stimulate awareness and appreciation of dramatic art. Areas of exploration include theatre history, dramatic literature (modern and classic), and elements of production. (Same as Theatre 101) Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 213 Performance Studies

Performance Studies is an interdisciplinary course that explores post-modern theatre styles. This beginner course focuses on how our everyday lives and experiences can be looked at as performances. In this non-traditional theatre class, students will develop their creative impulses and bring their imaginations to life on stage through three major subject areas: 1) Songs and Poetry as Performance, 2) Oral History (Story Telling) as Performance, and 3) Performance Art. (Same as TH 201). Credit, 3 hours.

EN 215W Business Communication

A study of communication theory and its practical applications in the business world. The course provides practice in both written and oral communication.

Writing topics covered include style, memos, letters, e-mail, resumes, and research. Oral communication topics include presentations and interviews. Same as Business Administration 215.) Prerequisite: English 102 with a grade of "C" or better. Credit, 3 hours.

EN 220W/220HW American Women Writers

This course studies fiction written by American women of various backgrounds--Native American, Asian, American, African American, and European American. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 230W Creative Writing

Provides a setting for beginning writers as well as those who have begun to develop a sense of craft. Students will experiment with form, technique, imagery, and ideas, learn about particular aspects of the craft, gather feedback from other writers, and obtain information on submitting work to contests and publishers. The course will emphasize and encourage each student's development of personal style and voice. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 230AW Creative Writing

A continuation of English 230. Prerequisite: English 102W or 103H. Credit, 3 hours.

EN 230BW Creative Writing

A continuation of English 230 and English 230A. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 230CW Creative Writing

A continuation of English 230, English 230A, and English 230B. Prerequisite: English 102W or 103H. Credit, 3 hours.

ENGLISH

EN 231 Technical and Professional Writing

This course emphasizes the techniques of communicating specific information to a specified audience so that the reader's understanding matches the writer's intentions. Students will demonstrate a clear understanding of the purpose and the audience for each document, and prepare a variety of documents that are accurate, clear, complete, concise, well organized, and correct. Prerequisite: English 102 or English 103H with a grade of "C" or better. (Same as Business Administration 231.) Credit, 3 hours.

EN 240W/240HW Introduction to Film Studies

A general survey course designed to encourage awareness and appreciation of film as an art form. Areas of emphasis include, but are not limited to, film history, genre study, major movements and schools, Hollywood, and adaptation. (Offered alternate years.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

EN302W/302H Shakespeare

An intensive study of the principal plays as well as the sonnets of Shakespeare. This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 305W/305HW Introduction to the British Novel

Introduction to the British Novel is a course designed to acquaint the student with the social, political, and economic factors which gave rise to the novel. The student will also trace the novel's evolution from other forms as well as note the changes within the genre itself. The student will critically evaluate the novel

using various critical theories. Finally, the student will see the influence of 18th and 19th century forms on current novels. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 306 Victorian Literature

A study of the social, intellectual, and literary movements of the Victorian era, with intensive study of selected works. (Offered as needed.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 310W/310HW Contemporary Literature of the Non-Western World

This course is designed to introduce students to the work of distinguished authors from many parts of the contemporary Non-Western world. Students will read, discuss and write about literature from Asia, Africa, and Latin America, using Post-Colonial literary theory as a lens through which to examine the intimate connections among politics, history, gender, race, class, and literature. Through many kinds of analysis, students will gain a better understanding of Non-Western authors, their works, and their many cultural and historical contexts. This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 311W Studies in African-American Literature

A seminar consisting of directed readings in recent black literature and of group discussions centering on such issues as black awareness, social sensitivity, and life-orientation in these works. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 312 Southern American Literature

A study of imaginative literature written by Southerners, concentrating on the twentieth century, but also dealing with earlier background material. (Offered as needed.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English Course. Credit, 3 hours.

EN 324 Literary Criticism

An introduction to the various techniques of literary analysis, with emphasis on the methods employed since the 1950's. Students will apply various theoretical approaches--cultural/new historicist, deconstructionist, feminist, formalist, psychoanalytic, and reader response--to poetry, fiction, and drama. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

EN 326 W Advanced Composition, Rhetoric, and Style

A study of the creative process that includes all the choices a writer makes: selecting and interpreting facts, evidence, or details; creating a structure and shaping it to fit the teller's purposes; using language and rhetorical or stylistic devices to reinforce the mood or point. Course components include study of major essayists, frequent writing exercises, and the creation of a portfolio of revised work. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

EN 327 Studies in English Language

A study of the internal history and structure of our language, presented in a chronological treatment of its phonological, morphological, syntactic, and semantic development to the present, including traditional and modern gram-

mars. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

EN 328 Literature for Children

A study of traditional and modern literature for children with an emphasis on criteria for evaluating children's books and methods of integrating children's literature into the elementary curriculum. This course may not be used to satisfy the General Education literature requirement. (Same as Education 328.) Prerequisite: Passing Praxis I. Credit, 3 hours.

EN 329 Literature for the Adolescent

This course introduces prospective junior and senior high school English teachers to the junior novel and to adult literature (both including representative selections from minority literature) appropriate to the adolescent-age interest group, studies the basic needs of the adolescent in relation to adolescent literature, develops criteria to evaluate the literary merit of adolescent literature, and surveys the role of the teacher in reading guidance and developing thematic literature units of study around topics relevant to adolescents and their needs and interests. This course does not meet the General Education literature requirement. Credit, 3 hours.

EN 330 Science Fiction

A study of the genre from a historical and thematic perspective, with an emphasis on the modern (Wells and beyond). Major thematic concerns and motifs include utopias and dystopias, time travel and alternate history, self and other, human nature, and social commentary. Prerequisite: English 201 or permission of instructor. Credit, 3 hours.

ENGLISH

EN 331 Studies in Contemporary Drama

This course will familiarize the student with the most recent and most admirable writing occurring in the contemporary theatre. Theatre is an immediate art form, and the student must not only understand its heritage and history, but also be familiar with the works of the most contemporary theatre artists. Students will learn to put these works into a critical and historical context as well as forecast where theatre might be headed and why. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 340W/340HW Topics in Film

A course that focuses on a specific aspect of film, designed to enhance students' continuing appreciation of film as an art form. Particular focuses may include, but are not limited to, genre theory, auteur theory, adaptation, great directors, specific schools of film and their relationship to other arts. (Offered alternate years beginning Spring 2004) Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 416W/416HW Studies in Modern Poetry

A study of the English and American poetry of the twentieth century, with emphasis upon noted poets and poetical movements. This course meets the General Education literature requirement. (Offered alternate years.) Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 418W/418HW Studies in Modern Fiction

A consideration, employing various approaches, of twentieth-century British, American and continental fiction from about 1900 to the present. (Offered as

needed.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 430 Methods of Teaching Language Arts in the Secondary School

The purpose of this course is to help prospective teachers develop a knowledge base from which they can confidently teach the language arts in grades nine through twelve. Students are required to observe and assist English teachers in public school classrooms. (Offered as needed.) Passing Praxis I. Credit, 3 hours.

EN 452 Directed Student Teaching

This 60-day course of study in the public schools allows English education students to combine theory and practice in the classroom under the guidance of the classroom teacher. The student teaching experience will be evaluated by the NCATE program standards as outlined by the National Council of the Teachers of English and by the South Carolina state teaching guidelines outlined by the ADEPT process. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to this rule may be made by the Teacher Education Committee. Grading is on a Pass/Fail basis. Credit, 12 hours.

EN 490 English Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours of work. Internships

require senior status and a minimum 2.5 grade point average. Credit, 3 hours.

EN 495 Senior Project

A coordinated study which serves as the culmination of an English major's undergraduate study. There are two options: literary criticism or creative writing. For either option, the student will demonstrate wide reading, critical thinking, knowledge and application of research techniques, and skill in writing. For the critical option, the student produces a final critical paper/project on a literary subject chosen in consultation with a faculty supervisor. For the creative writing option, the student produces a critical preface and a portfolio of original work in consultation with a faculty supervisor. Prerequisites: Senior status and permission of the instructor. Credit, 3 hours.

COURSE OFFERING IN FRENCH

FR 101 Elementary French I

This course will address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audio visual materials will illustrate French and francophone ways of life. Enrollment is limited to students who have had no prior training in French or with permission of the instructor. Credit, 3 hours

FR 102 Elementary French II

This course will continue to address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audio visual materials will illustrate French and francophone ways of life. Prerequisite: FR 101 or prior training in French or permission of the instructor. Credit, 3 hours.

FR 201 Intermediate French I

This course will provide a systematic

review of the basic structures of French. Class instruction will center on communicative activities such as conversation and writing, with an emphasis on culture. Prerequisite: 2 semesters of college French or 2 or more years of high school French or permission of the instructor. Credit, 3 hours.

FR 202 Intermediate French II

Continuation of FR 201. This course is designed to further develop conversational competence and knowledge of francophone culture using current-day francophone media, short literary readings and in-class conversation. Prerequisite: FR 201 or permission of the instructor. Credit, 3 hours.

COURSE OFFERING IN GEOGRAPHY

GE 211 Economic Geography

The course examines the spatial relationships between people, places, and environments with respect to how societies answer the questions of what, how, and for whom to produce. The relationships are examined at the local, regional, and global levels. (Same as Economics 211.) Credit, 3 hours.

COURSE OFFERINGS IN GERMAN

GR 101/101H Elementary German I

This course is designed for the beginning language student or for one who has had very little previous study of German. The course focuses on the four basic skills of listening, speaking, reading, and writing. Required practicum sessions reinforce aural/oral skills by offering drill, practice, and practical applications of vocabulary and structure. Three class sessions and one practicum session per week. Credit, 3 hours.

GR 102/102H Elementary German II

This course is a continuation of German 101. It offers further development of the four basic skills of listening, speaking, reading, and writing and completes introduction to the fundamental elements of German grammar. Required practicum sessions reinforce aural/oral skills by offering drill, practice, and practical applications of vocabulary and structure. Three class sessions and one practicum session per week. Prerequisites: German 101 or one to two years of high school German. Credit, 3 hours.

COURSE OFFERING IN GERONTOLOGY

GER 200 Issues and Perspectives in Aging

This course will examine the biological, psychological, sociological, and cultural dimensions of aging. It will also attempt to identify factors which contribute to successful aging. (Same as Social Work 207.) Credit, 3 hours.

COURSE OFFERINGS IN HISTORY

HI 110W-111W World Civilization I and II

A survey of selected topics in the major civilized areas of the world. Major emphasis is placed on Western society; the thought and development of non-western cultures are also studied. The dividing point between the terms is the onset of the Renaissance (ca. 1400). Credit, 3 hours.

HI 110HW-111HW World Civilization I and II

The topics covered are basically the same, as those in 110-111, but the assigned reading and writing are heavier. Emphasis is placed on discussion of the

readings. (Open to Honors Program students or by invitation of the professor. Credit, 3 hours.)

HI 112W/112HW United States History I

A chronological study of selected topics showing the social, economic, and political development of the American nation from the Colonial period to 1865. Credit, 3 hours.

HI 113W United States History II

A chronological study of selected topics showing the social, economic, and political development of the American nation from 1865 to the present. Credit, 3 hours.

HI 214/214H Non-Western Civilizations

A study of the major non-western civilizations' cultural and political histories from earliest times to the present. The cultures of China, Japan, India, Africa, and pre-Columbian America will be studied. Credit, 3 hours.

HI 303W/303HW Critical Issues of the New Millennium

An examination of the major topics in today's news with emphasis on their historical context and development. (Offered as needed.) Credit, 3 hours.

HI 309H Holocaust Studies

A historical examination of the attempted destruction of European Jewry in the 20th century. Topics include: Jewish culture and civilization, Anti-Semitism, the rise of exclusionist political parties, Adolf Hitler, Jewish resistance, survivors, and "Holocaust Deniers." Prerequisite: Honors Program member or by permission of the instructor.

HI 310W Classical Greece and Rome

A study of the geography and the political, cultural, and intellectual thought of

classical Greece and Rome. Emphasis on the relevance of Classical Greece and Rome to contemporary civilization is stressed. (Offered alternate years.)
Credit, 3 hours.

HI 311W Medieval and Early Modern Europe

An intensive look at the development of medieval institutions and thought, the evolution of European nation-states, and sociopolitical, religious, and intellectual developments in Europe through the eighteenth century. Credit, 3 hours.

HI 312W European History from the French Revolution to the Present

A study of the French Revolutionary and Napoleonic eras; the nineteenth-century ideologies of conservatism, liberalism, socialism, imperialism, and irrationalism; and the political and socioeconomic history of Europe since 1918. Credit, 3 hours.

HI 320 History of Business and Technology

An introduction to western business technology from medieval times to the present. Examines the rise of business in America, the role of the corporation, business and labor, and business and government. Examines the process of technical change, the nature of technological systems, the diffusion of technological improvements, and the role of technology in broader historical movements. (Same as Computer Science 320.) Credit, 3 hours.

HI 321W/321H W The Birth and Death of the Soviet Union

The background and causes of the Russian Revolution, the Bolshevik takeover of 1917, the leadership of Lenin and Stalin, modern Soviet society, and factors in the collapse of the U.S.S.R. are

analyzed. (Offered alternate years.)
Credit, 3 hours.

HI 325W Latin American History

A journey through Latin America from the colonial period to the present, with emphasis on economic, political, and cultural development since 1900. Relations between the United States and Latin American nations, particularly Mexico, are examined. Credit, 3 hours.

HI 334 W The American South

An exploration of the South as a distinct region within the American experience. Areas of emphasis are the development of antebellum society, the impact of the Civil War and Reconstruction, and the cultural development of Southern society. Major themes include black-white relations and the economic evolution of the South since the Civil War. (Offered alternate years.) Credit, 3 hours.

HI 338 African-American History

A look at the African presence in America from 1607 to the present. Topics include: the slave trade, varieties of slave experiences, antebellum free persons of color, impact of Reconstruction, the African-American experience in wars, segregation, disfranchisement, and the Civil Rights Movement. Credit, 3 hours. Prerequisites: HI 112 or HI 113 (U.S. History I or II)

HI 339 U. S. Foreign Policy

A study of the foreign policy of the United States. Areas of emphasis are territorial expansion, imperialism, isolationism, internationalism, and American foreign policy in the Nuclear Age. (Offered alternate years.) Credit, 3 hours.

HI 341 Colonial and Revolutionary America

A study of the development of North America through the United States con-

HISTORY/HUMAN RESOURCE DEVELOPMENT

stitutional period. Areas of emphasis are social structure, economic development, religious development, and political structure. Prerequisites: HI 112 or by permission of the instructor (Offered alternate years). Credit, 3 hours.

HI 342 Jeffersonian and Jacksonian America

An examination of the early history of the United States from the Washington Administration through the Mexican-American War. Areas of emphasis include politics, the emergence of capitalism, reform movements, and cultural and social developments. Prerequisites: HI 112, or by permission of the instructor. (Offered alternate years.) Credit, 3 hours.

HI 343/343H The Civil War and Reconstruction

A study of the Civil War and Reconstruction in the U.S. Topics covered will be the causes of the war and military campaigns, as well as extended coverage of the constitutional and political questions surrounding the reconstruction of the Federal Union. (Offered alternate years.) Credit, 3 hours.

HI 344 America between the Gilded Age and the Second World War

This course examines the development of the United States from the Industrial Revolution to 1945. Topics include the rise of big business, labor and reform movements, immigration, the emergence of popular culture, imperialism, the Great Depression, and World War I and II. Prerequisites: HI 113, or by permission of the instructor. (Offered alternate years.) Credit, 3 hours.

HI 345 America in Recent Times

This course explores political, economic, social, and cultural developments in post World War II America. Topics include the

Cold War, the Civil Rights Movement, Vietnam, domestic protests, feminism, and globalization. Prerequisite: HI 113, or by permission of the instructor. Credit, 3 hours.

HI 350 United States Economic History

A study of the economic development of the United States from the Colonial period through the present. Areas of emphasis are international trade, banking, labor relations, and government economic policy. (Offered alternate years.) (Same as Economics 350.) Credit, 3 hours.

HI 400W Research Seminar

This course will introduce students to the laboratory of history. Topics include research methods, historical interpretation, and the philosophy of history. Students will also prepare a research design for the paper they will complete in History 401. Enrollment is limited to declared History Majors. (Offered only in Fall Semester.) Credit, 3 hours.

HI 401 History Research Project

This course builds on skills developed in History 400; students will be required to complete a major research paper utilizing primary and secondary sources. (Offered only in Spring Semester.) Enrollment is limited to declared History Majors. Prerequisite: History 400. Credit, 3 hours.

COURSE OFFERINGS IN HUMAN RESOURCE DEVELOPMENT

HRD 101W Introduction to Adult Education in the Workplace

This course will introduce the student to current issues in adult education and business training related to history, current status, and trends. Organization of instruction, instructional settings,

relation to general education, integration and impact of technology, curriculum development/review, and evaluation of business training/education impact in the workplace. (Same as Education 101.) Credit, 3 hours.

HRD 201W Training Proposal and Report Writing

Students will learn principles and practices of preparing training proposals and determining outcomes. Students will also study, determining formats, schedules, and staffing needs for educational programs. The students will survey the principles and practices of financing training programs and managing educational budgets. (Same as Education 201.) Prerequisites: English 102 with a grade of “C” or better. Credit, 3 hours.

HRD 209 Multimedia in the Classroom

The theory, art and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. Prerequisite: Computer Science 102. (Same as Computer Science 209 and Education 209.) Credit, 3 hours.

HRD 304 Educational Psychology

Theories of learning, memory, cognition, and education, with an emphasis on applications in the classroom. Designed for the prospective teacher/trainer. (Same as Psychology 304.) Credit, 3 hours.

HRD 309 Tests and Measurements

An introductory course in testing and measuring. Emphasis is on statistics, test construction, selecting tests, administering tests, scoring tests, and interpreting tests. (Same as Education 309 or Psychology 309.) Credit, 3 hours.

HRD 350 Leadership in Organizations

An examination of the significant research and theory that provides the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. (Same as Business Administration 350 or Education 350.) Prerequisite: Business Administration 300. Credit, 3 hours.

HRD 354 Teaching in the Adult Environment

An examination of teacher behaviors and techniques that enhance student learning. The student will learn to use a systems approach to instructional methods in occupational training. The course will examine the theories of how adults learn compared to children and will develop teaching techniques, curriculum development, and skills to use with different learning styles in order to become an effective teacher. (Same as Education 354.) Prerequisite: Human Resource Development/Education 101. Credit, 3 hours.

HRD 420 Staff Development and Training

Provides an extensive analysis of the staff development and training field from its historic evolution to current methods and trends. Emphasis is on learning how to design and manage effective training programs for the workforce in both public and private sectors of the economy. Also examines the responsibilities of human

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resource practitioners and their roles and functions within an organization. (Same as Education 420.) Prerequisites: Business Administration 300, Human Resource Development/Education 201, Business Administration 322, Human Resource Development/Education/Psychology 304, Business Administration/Human Resource Development/Education 350, and Human Resource Development/Education 354. Credit, 3 hours.

COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 100 Freshman Seminar

This course seeks to develop and strengthen the skills that will enable students to succeed in their academic and personal development. Topics covered include academic honesty and integrity, learning styles, study skills (e.g., time management, communication, problem-solving, critical thinking, goal setting, and decision-making), personal effectiveness, and self-evaluation. Credit, 1 hour.

ID 110 Study Skills

The primary focus of this course will be to present students with important study strategies needed to obtain, organize, and use information presented in textbooks and other instructional materials. Students in the PALS Program are required to take this course, which will only be offered during the fall semester. This course is offered only to students in the PALS Program. Credit, 3 hours.

ID 111 Strategies for Learning

This course is designed to help students with learning disabilities correlate study strategies with processing deficits. It will also help students to organize and carry out daily and weekly plans. Students will meet individually one hour per week with

the instructor on an assigned basis. Must have the permission of the instructor. PALS students must enroll in this course each semester. Credit, 1 hour

ID 201 Transition Success

This course will introduce you to Limestone College, its mission, and your role within the college. It will introduce you to the internet based courses, the library, and other services available to you at the College. All students in the extended campus must take this course in their first semester. In addition, it is required for all Day transfer students who transfer in more than 24 hours. This course is designed to make your transition to Limestone College easier. You will learn about services available to you as a Limestone College student. Credit, 3 hours.

ID 301 Critical Thinking

This course helps students develop and refine their higher-order thinking skills. Students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The Measurement of Academic Proficiency and Progress, the test adopted by Limestone College to measure each student's general education competency levels, will be included as one of the assessment methods for the course. Prerequisites: Junior standing and completion of Limestone's Verbal and Quantitative Skills Requirements (EN 101, 102, 105, MA 091 or satisfactory completion of the College Quantitative Skills placement examination). Credit, 3 hours.

ID 355 Renaissance, Theatre, and Culture

An interdisciplinary study of history, music, and art of the Renaissance Period, specifically pertaining to a pre-selected prominent period of time. This course will culminate in the production of a traditional madrigal dinner based on research into the economic, political, and cultural climate of the period as well as modern-day artistic creative process. Minimum enrollment - 12 students. Lab fee. Credit, 4 hours.

ID 400 Senior Seminar

This course seeks to develop and strengthen the skills that will enable students to succeed in their careers, graduate school studies, and continuing personal development. Topics covered include graduate school evaluation, application, selection, and negotiation for assistantships; career planning; job search concepts and skills; and personal living skills. Credit, 1 hour.

INTERNATIONAL STUDIES COURSES

IS 150 Global Issues

The course examines critical issues facing the world from a global perspective. Political/economic, social/cultural, and climatic/environmental issues and their interdependence are discussed. Credit, 3 hours.

IS 250 Cross Cultural Communications

The course introduces students to a broad range of theory and practice in the field of communication between people from different societal cultures. Through lecture, discussion, videos, class participation, and field experiences, students examine similarities and differences that affect

communication. Emphasis is on increasing students' understanding and appreciation of cultural diversity. Prerequisite: English 101 with a grade of "C" or better. Credit, 3 hours.

IS 360 World Trade and International Business

An overview of the field of study that focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. Prerequisites: Business Administration 300 or 341. (Same as Business 360 and Economics 360.) Credit, 3 hours.

COURSE OFFERINGS IN MATHEMATICS

NOTE: Students must meet the prerequisites for the mathematics courses in which they enroll. Exceptions to this rule require the permission of both the instructor and advisor.

MA 090 Arithmetic

Arithmetic skills, problem solving techniques, ratio and percent, systems of measurement, calculator use, and a brief introduction to notation of basic algebra. The course includes computer assisted instruction, is graded on a Satisfactory/Unsatisfactory basis, and the credit hours do not count toward graduation. (Offered in Fall semester, as needed) Credit, 3 hours.

MA 091 Elementary Algebra

The arithmetic of signed numbers, linear equations and inequalities, exponents, polynomials, and applications. This course is graded on a Satisfactory/Unsatisfactory basis, and the hours do not count toward graduation. Lab fee. (Offered every semester.) Credit, 3 hours.

MATHEMATICS

MA 104 Recreational Math

This course provides the student with the opportunity to experience a myriad of mathematically related recreations, such as puzzles, constructions, logic, fractals, 2D and 3D puzzles, etc. The content varies by semester and is drawn from many fields of mathematics and all eras of mathematical development. Prerequisite: None. This course may not be used to satisfy the quantitative skills requirement nor does it waive the 091 requirement. Credit, 1 hour.

MA 110 W Mathematics for the Liberal Arts

Sets, the real number system, other numerical systems, logic, geometry, probability, and statistics. Prerequisite: Mathematics 091 or exemption from Mathematics 091. (Offered every semester.) Credit, 3 hours.

MA 115 College Algebra

Solutions of quadratic equations and inequalities, polynomial, inverse, exponential functions and their graphs, rational expressions, systems of equations, and applications. Prerequisite: Mathematics 091 or exemption from Mathematics 091. (Offered every semester.) Credit, 3 hours.

MA 122 Precalculus

Trigonometric and inverse trigonometric functions, trigonometric equations, and identities and applications. Logarithmic and rational functions, partial fractions, multivariable linear systems, linear programming, conic sections, and applications. Prerequisite: Mathematics 115. (Offered in Spring Semester.) Credit, 3 hours.

MA 150 Introduction to Calculus for Business

Limits, differentiation of algebraic, expo-

ponential and logarithmic functions, a brief introduction to integration, and applications to business and the social sciences. Prerequisite: Mathematics 115. (Offered as needed.) Credit, 3 hours.

MA 160W Mathematical Logic and Set Theory

A substantial study into set theory and operations, basic and advanced logical argument construction, and an introduction to mathematical analysis. Emphasis is placed on the rigor and logical argument required in the proof of theorems, corollaries, and lemmas. Prerequisite: MA 122 with a "C" or better. (Offered in Fall Semester) Credit, 3 hours.

MA 200 Elementary Statistics

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Business Administration 200, Economics 200, or Psychology 200.) Prerequisite: Mathematics 091. (Offered every semester.) Credit, 3 hours.

MA 205 Calculus I

Limits and continuity, differentiation, integration, the fundamental theorem of calculus, and applications of these topics. Prerequisite: Mathematics 122. (Offered in Fall Semester.) Credit, 3 hours.

MA 206 Calculus II

The course provides instruction in basic facts on differentiation and integration of exponential, logarithmic and transcendental functions, applications of integration, L'Hopital's Rule improper integrals. Prerequisite: MA 205 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

MA 301 Differential Equations

Classifying differential equations, solutions and applications of certain first order differential equations and of higher order linear equations, Laplace transforms, and series solutions. Prerequisite: Mathematics 206 with a "C" or better. (Offered in Fall of odd years.) Credit, 3 hours.

MA 302 Linear Algebra

Systems of equations, matrices, determinants, vector spaces, linear independence, bases and dimension, linear transformations, inner products and norms, eigenvalues and eigenvectors, and applications of these topics. Prerequisite: Mathematics 150 or 205 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

MA 304W The History of Mathematics

Insight into the historical development of major themes and into the lives of the people who envisioned and created the mathematics we know and use today. The mathematics of ancient cultures, medieval Europe and the Renaissance, and the era of Newton and Leibnitz will be covered to include the foundations of arithmetic, algebra, geometry, computations, trigonometry and calculus. Investigations into modern mathematics such as probability and statistics, analysis, modern algebra, number theory, modern geometries and topology will be undertaken. Substantial writing on mathematical topics is required of each student. Prerequisite: MA 205 with a grade of "C" or better. (Offered in Spring of even years.) Credit, 3 hours.

MA307 Calculus III

This course provides instruction in basic facts on infinite series, Taylor polynomials and series, parametric equations,

polar coordinates, vectors and geometry in space, and calculus on vector-valued functions. Prerequisite: MA 206 and MA 302, both with a "C" or better. (Offered in Fall Semester) Credit, 3 hours.

MA 308 Calculus IV

The course provides instruction in basic facts on differentiation and integration of functions of several variables, limits and continuity, partial derivatives, differentials, extrema of functions of two variables, iterated integrals, triple integrals, Jacobians, vector analysis, Green's Theorem and Stoke's Theorem. Prerequisite: MA 307, with a "C" or better. (Offered in Spring Semester.) Credit: 3 hours.

MA 310 Modern Geometries

The history of geometry, logic and the axiomatic foundations of Euclidean geometry, Hilbert's axioms, neutral and non-Euclidean geometries, and geometric transformations. Prerequisites: Mathematics 160 and 205. (Offered in Spring of odd years.) Credit, 3 hours.

MA 317 Probability Theory & Applications

Basic axioms and theorems, conditional probability and independence, permutations and combinations, random variables and distributions, expectation and variance. Prerequisite: Completion of Mathematics 200 with a minimum grade of "C" and Mathematics 205 and 206. (Offered in Fall of even years.) (Formerly MA 315) Credit, 3 hours.

MA 320 Modern Algebra

Logic and number theory, rings and ideals, integral domains, fields, and a brief introduction to group theory. Prerequisite: Mathematics 160 and 302 or 310. (Offered in Spring of even years.) Credit, 3 hours.

MA 350 Methods of Teaching Mathematics in the Secondary School

Techniques and current trends in mathematics education, the nature of mathematics and its role in society, and expository writing in mathematics. Intended for prospective secondary mathematics teachers. Prerequisite: One upper level mathematics course, passing Praxis I. (Offered as needed.) Credit, 3 hours.

MA 415 Mathematical Statistics

Estimation and hypothesis testing, regression and correlation, analysis of variance, nonparametric methods. Prerequisite: Mathematics 200 and 317. (Offered in Spring of odd years.) Credit, 3 hours.

MA 425 Real Analysis

Set theory, the topology of the real numbers, sequences and series of numbers and of functions, continuous and differentiable functions, integration theory, and uniform continuity. The Assessment of Undergraduate Mathematics Knowledge, the test adopted by the mathematics department to measure each mathematics major's cumulative learning and retention, will be included as one of the assessment methods for the course. Prerequisites: Mathematics 160 and 307 and at least one course numbered above 300. (Offered in Spring of even years.) Credit, 3 hours.

MA 426/426H Numerical Analysis

Methods of approximating solutions of equations, approximate differentiation and integration, and at least one of the following: numerical linear algebra, finite difference equations, or the Runge-Kutta method. Prerequisites: Mathematics 301 or 302 and Computer Science 105. (Offered in Fall of odd years.) Credit, 3 hours.

MA 452 Directed Student Teaching

This 60-day course of study in the public schools allows mathematics education students to combine theory and practice in the classroom under the guidance of the classroom teacher. The ADEPT process is used to evaluate the student teaching experience. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to this rule may be made by the Teacher Education Committee. Grading is on a Pass/Fail basis. (Offered as needed.) Credit, 12 hours.

MILITARY SCIENCE COURSES

Basic Program - A Joint Program with Wofford College

MS 111 Introduction to ROTC and the U.S. Army

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U. S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week. Credit, 1 hour.

MS 112 Introduction to ROTC and the U. S. Army

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, low intensity conflict, and basic soldiering techniques. Optional laboratory each week. Credit, 1 hour.

MS 211 ROTC Basic Military Skills

Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of

the military forces. Topics include first aid, communications, command and staff functions, and leadership techniques and applications. Optional laboratory each week. Credit, 2 hours.

MS 212 ROTC Basic Military Skills

Topics in this course include military map reading, army weapons, low intensity conflict, and fundamentals of physical training. Mandatory laboratories during the semester. Credit, 2 hours.

ADVANCED PROGRAM - A JOINT PROGRAM WITH WOFFORD COLLEGE

MS 301 Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, leadership and management skills, and communications. One weekend field-exercise and a weekly leadership laboratory. Credit 3, hours.

MS 302 Military Science

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and use of various weapons. One weekend field-exercise and a weekly leadership laboratory. Credit, 3 hours.

MS 401 Military Science

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories and a field training exercise of MS 301 students. Mandatory laboratory each week. Credit, 3 hours.

MS 402 Military Science

Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer/enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week. Credit, 3 hours.

COURSE OFFERINGS IN MUSIC

Applied instruction (private lessons) is offered to all students in voice, guitar, keyboard, brass, woodwind, and percussion, one hour credit for majors and minors and one-half hour credit for non-majors. Contact any member of the music faculty for further information.

Music students must have successfully completed the required piano proficiency before registering for applied piano lessons.

Participation in the appropriate ensemble and in weekly seminar is a co-requisite for all applied lessons for all students majoring and minoring in music.

NUMBERING SYSTEM FOR APPLIED MUSIC COURSES

Instrument	Non-Major
or Voice	1/2 hour lessons, 0.5 Hour Credit
Keyboard	MU 151-1 Piano MU 151-2 Organ
Voice	MU152
Woodwind	MU 154-1 Flute MU 154-2 Oboe MU 154-3 Bassoon

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	MU 154-4 Clarinet
	MU 154-5 Saxophone
Brass	MU 155-1 Trumpet
	MU 155-2 French Horn
	MU 155-3 Trombone
	MU 155-4 Euphonium
	MU 155-5 Tuba
Percussion	MU 156
Guitar	MU 157
Instrument	Junior-Senior
or Voice	1 Hour Lessons, 1 Hour
Credit	
Keyboard	MU 251-1 Piano
	MU 251-2 Organ
Voice	MU 252
Woodwind	MU 254-1 Flute
	MU 254-2 Oboe
	MU 254-3 Bassoon
	MU 254-4 Clarinet
	MU 254-5 Saxophone
Brass	MU 255-1 Trumpet
	MU 255-2 French Horn
	MU 255-3 Trombone
	MU 255-4 Euphonium
	MU 255-5 Tuba
Percussion	MU 256
Guitar	MU 257
Jazz Improv I	MU260
Instrument	Junior-Senior
or Voice	1 Hour Lessons, 1 Hour
Credit	
Keyboard	MU 351-1 Piano
	MU 151-2 Organ
Voice	MU 352
Woodwind	MU 354-1 Flute
	MU 354-2 Oboe
	MU 354-3 Bassoon
	MU 354-4 Clarinet
	MU 354-5 Saxophone
Brass	MU 355-1 Trumpet
	MU 355-2 French Horn
	MU 355-3 Trombone
	MU 355-4 Euphonium

MU 355-5 Tuba
 Percussion MU 356
 Guitar MU 357
 Jazz Improv II MU360
 (Applied Music Fee charged for above courses)

MU 100 Class Piano for the Non-Major

An introductory course for non-music majors with little or no music background. Course content includes learning to read music, keyboard orientation, and elementary repertoire. Open to all students. Meets two hours weekly. Credit, 1 hour.

MU 101 Class Voice for the Non-Major

A course designed for the beginning singer and primarily intended for those with little or no previous experience. Course content includes instruction in correct posture, breath support, vowel placement and resonance, diction, and basic considerations of tone production. Open to all but vocal music majors. Meets two hours weekly. Credit, 1 hour.

MU 102 Class Piano I

A beginning level course primarily for music majors who read music, but have limited or no keyboard background. Course content includes reading music from the grand staff, functional keyboard skills, and basic repertoire. This course is the first in a sequence of piano classes which prepares music majors for the required piano proficiency examination. This course is open to non-music majors with consent of the instructor. Meets two hours weekly. Credit, 1 hour.

MU 103 Class Piano II

A continuation of the beginning level which includes further development of functional keyboard skills including tech-

niques, improvisation, harmonization, transposition, and basic repertoire. Must have successfully completed Music 102 or its equivalent. Also open to non-music majors with consent of instructor. Meets two hours weekly. Credit, 1 hour.

MU 104 Class Guitar for the Non-Major

An introductory course for the non-music major with little or no musical background. Course content includes learning to read music, fret board orientation, and elementary repertoire. Open to all students. Meets two hours weekly. Credit, 1 hour.

Performing ensembles may be taken for 0 credit on a pass/fail basis by registering for the course number followed by “A” (e.g., 105A is Chorus for non-credit). This provision is applicable to courses MU105 - MU116, MU202, and MU210.

MU 105 Chorus for the Non-Major

Study and performance of choral literature of all historical periods in performance. Open to all non-voice majors by audition or with the consent of the instructor. Three hours of rehearsal weekly. Credit, 1 hour. MU 105A Credit, 0 hours.

MU 106 Vocal Ensemble

A small vocal ensemble for the performance of appropriate vocal literature. Open to music majors and others enrolled in Music 105 with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 106A Credit, 0 hours.

MU 107 Show Choir

A select ensemble of singers and instrumentalists chosen by audition to represent and promote the College. The emphasis is on the performance of popular choral selections in recruitment and community

service settings. Requires movement as well as vocal skills and performances away from campus. Three hours of rehearsal weekly. Credit, 2 hours. MU 107A Credit, 0 hours.

MU 108 Jazz Combo

A select ensemble of four horns and a rhythm section chosen by audition to represent and promote Limestone College. Emphasis is placed upon performance of the popular music styles of the 20th Century, as well as touring and performing with the Show Choir. Meets two hours weekly. Credit, 1 hour. MU 108A Credit, 0 hours.

MU 110 Wind Ensemble for the Non-Major

Study and performance of traditional as well as contemporary wind ensemble literature. Open to non-instrumental music majors and others by audition or with consent of the instructor. Three hours of rehearsal weekly. Credit, 1 hour. MU 110A Credit, 0 hours.

MU 111 Jazz Ensemble

Study and performance of instrumental literature in the jazz and popular idioms. Open to music majors and others of appropriate instrumentation by audition or with consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 111A Credit, 0 hours.

MU 112 Woodwind Ensemble

Study and performance of selected woodwind literature. Open to qualified music majors and others with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 112A Credit, 0 hours.

MU 113 Brass Ensemble

Study and performance of selected brass literature. Open to qualified music majors and others with the consent of

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the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 113A Credit, 0 hours.

MU 114 Percussion Ensemble

Study and performance of selected percussion literature. Open to qualified music majors and others with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 114A Credit, 0 hours.

MU 115 Guitar Ensemble

Study and performance of selected guitar literature. Open to qualified music majors and others with consent of instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 115A Credit, 0 hours.

MU 116 Piano Ensemble

Study and performance of selected piano literature for multiple players. Open to music majors and others with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour. MU 116A Credit, 0 hours.

MU 119 Fundamentals of Music Theory

Fundamental training in music reading, including notation, rhythm, meter, scales, key signatures, intervals, chord structures, part-writing, harmonic, and formal analysis. These concepts will be further developed through rhythmic and melodic reading, sight singing, dictation, error detection, and identification skills. Includes computer-assisted instruction. Credit, 3 hours.

MU 125 Jazz Improvisation I

An introductory course in the basic techniques of jazz improvisation. Emphasis will be given to basic chord progressions and various jazz standards. Open to music majors and others with the consent of the instructor. Meets two hours weekly. Lab Fees. Credit, 2 hours.

MU 129 Beginning Aural Skills

Continuation and expansion of those skills developed in MU 119, as well as harmonic dictation and minor mode. Includes computer-assisted instruction. Lab fee. Credit, 2 hours.

MU 139 Music Theory I

A continuation of the concepts developed in MU 119, as well as melodic organization, voice leading, and extended chord qualities. Includes computer assisted instruction. Credit, 3 hours.

MU 202 Chorus, Vocal Major

Study and performance of choral literature of all historical periods in performance. Open to all vocal music majors by audition or with the consent of the instructor. Requires documented practice time as well as other assigned duties such as section rehearsals and research for programs. Three hours of rehearsal weekly. Credit, 2 hours. MU 202A Credit, 0 hours.

MU 203 Class Piano III

An intermediate level course in further preparation and training for the piano proficiency examination. Must have successfully completed Music 103 or its equivalent. Meets two hours weekly. Credit, 1 hour.

MU 204 Class Piano IV

The final course in the class piano sequence. Additional course content will emphasize Choral and Instrumental Music with opportunities for accompanying instrumentalist, vocalist, and choral groups. Must have completed Music 203 or its equivalent. The piano proficiency examination will be given at the completion of this course. Meets two hours weekly. Credit, 1 hour.

MU 205W Music Appreciation

A survey course designed primarily for the non-music major. Presents an overview of music literature from pre-Baroque times to the Modern Era. The aim of the course is to impart a foundation for perceptive listening. Open to all students. Credit, 3 hours.

MU 205HW Music Appreciation

An honors section of Music 205. A survey course designed primarily for the non-music major. Presents an overview of music literature from pre-Baroque times to the Modern Era. The aim of the course is to impart a foundation for perceptive listening. Additional requirements are a research paper and an oral presentation related to that paper. Open only to students in the Honors Program or by permission of the instructor. Credit, 3 hours.

MU 206 Music in America

Designed to acquaint the student with the development of music in America from the days of the Pilgrims to the Twentieth Century. The influences of European, African, Indian, and South American styles will be discussed. Topics will include folk and ethnic music, sacred music, popular secular music including jazz and rock, and classical music. Open to music majors. Prerequisite for non-music majors: Music 205 or consent of the instructor. Credit, 3 hours.

MU 210 Wind Ensemble for the Music Major

Study and performance of traditional as well as contemporary wind ensemble literature. Open to instrumental music majors by audition or with consent of the instructor. Requires documented practice time as well as other assigned duties such as section rehearsals and research

for programs. Three hours of rehearsal weekly. Credit, 2 hours. MU 210A Credit, 0 hours.

MU 213W Vocal Techniques and Diction

Seminar in vocal production, pedagogy, and anatomy as well as an introduction to the International Phonetical Alphabet with emphasis on pronunciation of Italian and Latin song literature. Open to all music education majors and others with consent of the instructor. Meets three hours weekly. Credit, 1 hour.

MU 214 Woodwind Techniques

Seminar in techniques pertaining to the teaching of woodwind instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour.

MU 215 String Techniques

Seminar in techniques pertaining to the teaching of string instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour.

MU 216 Brass Techniques

Seminar in techniques pertaining to the teaching of brass instruments at the elementary, junior high, and senior high schools levels. Meets three hours weekly. Credit, 1 hour.

MU 217 Percussion Techniques

Seminar in techniques pertaining to the teaching of percussion instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour.

MU 229 Intermediate Aural Skills

Continuation and expansion of those skills developed in Music 129, but in more chromatic language. Includes computer-assisted instruction. Prerequisite: MU 129 or permission from the instructor. Lab fee. Credit, 2 hours.

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MU 239 Music Theory II

Advanced study of the harmonic, structural, melodic, and rhythmic elements of music. Increased emphasis is placed on music outside the period of common practice and on analytic techniques. Includes computer-assisted instruction. Prerequisite: MU 139 or permission from the instructor. Credit, 3 hours.

MU 260 Applied Jazz Improvisation I

Advanced study of jazz improvisation, theory, and performance on an individual basis. Emphasis is given to extensive listening and the transcription of improvised solos as played by jazz artists indicative of the student's primary instrument or vocal designation. Open to music majors pursuing a degree with a concentration in jazz studies. Meets one hour weekly. Applied Music Fee. Prerequisites: Music 125 and Music 126.

Credit, 1 hour.

MU 305W Medieval-Baroque Music History

An in-depth study of western art music from the years 450-1750. Meets three hours weekly. Credit, 3 hours.

MU 306W Classical-Romantic Music History

An in-depth study of western art music from the years 1750-1900. Meets three hours weekly. Credit, 3 hours.

MU 307W Modern/Non-Western Music History

An in-depth study of the history of western art music from the years 1900 to present and the music of diverse cultures from around the world. Meets three hours weekly. Credit, 3 hours.

MU 310 Basic Conducting

An introductory course in standard conducting techniques, including basic

conducting beat patterns, score reading, and rehearsal techniques. Open to music majors and others with the consent of the instructor. Meets three hours weekly. Credit, 2 hours.

MU 311 Instrumental Conducting

Techniques of rehearsing and conducting various levels of instrumental compositions. A continuation of skills developed in Basic Conducting for the instrumental music major. Emphasizes score study and preparation. Open to instrumental music majors and others with the consent of the instructor. Meets three hours weekly. Prerequisite: Successful completion of Music 310. Credit, 2 hours.

MU 312W Advanced Vocal Techniques and Diction

Advanced study of the International Phonetic Alphabet and techniques of singing in Latin, Italian, French, and German. Familiarization with the proper pronunciation of these languages and their application to musical performance as well as vocal music education. Prerequisite: Music 213 for instrumental majors. No prerequisite for vocal majors. Meets three hours weekly. Credit, 1 hour.

MU 313 Choral Conducting

Techniques of rehearsing and conducting various levels of choral compositions. Observation of choral conducting and rehearsal techniques. Open to vocal music majors and others with the consent of the instructor. Prerequisite: Successful completion of Music 310. Meets three hours weekly. Credit, 2 hours.

MU 320 Music Composition

Techniques of and experiences in music composition. Includes traditional as well as modern technological methods of composition with an emphasis on the composing of music for various

mediums. Open to qualified music majors and others with consent of the instructor. Meets three hours weekly. Lab fee. Credit 3 hours.

MU 321 Hymnology

Historical development of hymns in English from the Reformation to the Present. Hymns in other languages are studied chronologically as they appear in translation. Standard hymns will be discussed for analysis and evaluation. Open to music majors and others with consent of the instructor. Credit, 3 hours.

MU 325 Jazz History

An in-depth study of the development of the art form known as jazz. Areas of emphasis will include all styles of jazz from ragtime to the present. Analysis of theoretical and compositional techniques will also be included. Open to music majors and others with the consent of the instructor. Meets three hours weekly. Prerequisite: MU 129 or permission from the instructor. Credit, 3 hours.

MU 329 Advanced Aural Skills

Continuation and expansion of those skills developed in MU 229, but in advanced rhythmic and harmonic language. Includes computer-assisted instruction. Lab fee. Prerequisite: MU 229 or permission from the instructor. Credit, 2 hours.

MU 333W General and Elementary Music Methods

Materials and methods of teaching music education in the elementary school setting. Includes the use of computer-assisted instruction and other technology in the music curriculum. Planning and assessment of music learning are also included. Meets three hours weekly. Prerequisite: Passing Praxis I. Credit, 3 hours.

MU 339 Music Theory III

Examination of fundamental principles of musical form; analysis of representative tonal works. Includes computer-assisted instruction. Prerequisite: MU 239 or permission from the instructor. Credit, 3 hours.

MU 360 Applied Jazz Improvisation II

Advanced study of jazz improvisation, theory, and performance on an individual basis. Emphasis is given to extensive listening and the transcription of improvised solos as played by jazz artists indicative of the student's primary instrument or vocal designation. Open to music majors pursuing a degree with a concentration in jazz studies. Prerequisites: Music 125 and Music 126. Meets one hour weekly. Applied Music Fee. Credit, 1 hour.

MU 400W Materials and Methods of Teaching Secondary Music

This course presents materials and methods of teaching music in post-elementary settings. Addressing both vocal and instrumental ensembles as well as general music classes, content includes philosophical considerations, objectives, curriculum, and administrative procedures. Topics include a survey of appropriate literature, the use of computer-assisted instruction, planning and assessment, rehearsal techniques, conceptual teaching, and instructional strategies. Prerequisite: Passing Praxis I. Meets five hours weekly. Credit, 4 hours.

MU 410 Orchestration and Arranging

Instruction in arranging musical scores for various choral and instrumental ensembles. Includes the use of computer-assisted notation and other technology in composition and arranging. Open to music majors and others with the con-

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sent of the instructor. Meets three hours weekly. Lab fee. Credit, 3 hours.

MU 415 Jazz Composition and Arranging

Techniques of composing and arranging music in the jazz idiom. Areas of emphasis include small combo, large combo, and traditional big band instrumentation. Open to music majors pursuing a degree with a concentration in jazz studies. Meets three hours weekly. Credit, 3 hours.

MU 452 Directed Student Teaching-Vocal/Choral-General

The final course for music education majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom in choral and general music education. The ADEPT process is used to evaluate the student teaching experience. Half of the student teaching experience will take place in a secondary choral classroom, with the other half in an elementary General music room. Prerequisite: Passing Praxis II. All required music courses for music education majors and admission to the Teacher Education Program. Grading is on a Pass/Fail basis. Credit, 12 hours.

MU 453 Directed Student Teaching-Instrumental-General

The final course for music education majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom in instrumental and general music education. The ADEPT process is used to evaluate the student teaching experience. Half of the student teaching experience will take place in a secondary instrumental classroom, with the other half in an elementary General music

room. Prerequisite: Passing Praxis II. All required music courses for music education majors and admission to the Teacher Education Program. Grading is on a Pass/Fail basis. Credit, 12 hours.

MU 491-497 Senior Recital

The final course in the major applied area. Includes the preparation of an appropriate program that is the culmination of the student's applied music study. Requires a pre-hearing as well as the final performance, which must be a minimum of 30 minutes in length. It is the responsibility of the student to secure and compensate a qualified accompanist. See the Music Department Handbook for more information. Credit, 1 hour. The following course numbers are to be used for the specific area of emphasis:

MU 491	Senior Recital, Piano
MU 491-2	Senior Recital, Organ
MU 492	Senior Recital, Voice
MU 494-1	Senior Recital, Flute
MU 494-2	Senior Recital, Oboe
MU 494-3	Senior Recital, Bassoon
MU 494-4	Senior Recital, Clarinet
MU 494-5	Senior Recital, Saxophone
MU 495-1	Senior Recital, Trumpet
MU 495-2	Senior Recital, Horn
MU 495-3	Senior Recital, Trombone
MU 495-4	Senior Recital, Tuba
MU 496	Senior Recital, Percussion
MU 497	Senior Recital, Guitar

COURSE OFFERINGS IN PHILOSOPHY

PL 201 Introduction to Philosophy

An introduction to philosophy and philosophical analyses centering on basic issues about knowledge and knowing, the universe and cosmology, man, religion, ethics, and government. (Offered as needed.) Credit, 3 hours.

PL 210 Basic Systems of Logic

An introduction to the logical analysis of deductive and inductive argumentation. This course gives major emphasis to ways of establishing the validity or invalidity of syllogistic and truth functional arguments. (Offered as needed.)
Credit, 3 hours.

PL 211 Contemporary Ethical Issues

This course focuses on contemporary issues in personal and social ethics. It attempts to develop viable personal and public positions on ethical issues relative to individual and collective security, justice and equality, economics, human sexuality, care and treatment of the physically and mentally ill, and mind and nerve altering chemicals. (Offered as needed.)
Credit, 3 hours.

PL 310/310HH Ethical Issues in the Workplace

The primary objectives are to expose the student to many of the significant interrelationships, issues, philosophies, and points of view which affect the relationship between business and society. (Same as Business Administration 310.)
Credit, 3 hours.

COURSE OFFERINGS IN PHYSICAL EDUCATION

Activity Courses

The activities program is designed to provide instruction in motor skills in a variety of sport, exercise, dance, and recreational activities at the beginning and intermediate levels for the general college student and for the physical education major. Activity courses are open to all students except intercollegiate athletes in their respective sports. Intercollegiate baseball players may not take softball.

Course Numbers

PE 129 - Special Activities
PE 130 - Yoga
PE 131 - Swimming and Water Safety
PE 132 - Recreational Dance
PE 133 - Tumbling and Gymnastics
PE 134 - Weight Training
PE 139 - Aerobic Conditioning
PE 153 - Badminton
PE 155 - Golf
PE 156 - Tennis
PE 159 - Beginning Bowling - Lab fee.
PE 161 - Volleyball
PE 162 - Basketball
PE 164 - Softball
PE 165 - Soccer
PE 166 - Flag Football
PE 170 - Intercollegiate Athletics

Participants who are members of intercollegiate teams throughout a complete season may earn one semester hour of activity credit for the experience. Total credit is limited to two semester hours. Only one hour may be earned for any one sport. Intercollegiate athletes may not take regular activity courses in their respective sports and intercollegiate baseball players may not take softball. An athlete who completes a season in a particular sport may not take the activity course in that sport. Credit for Physical Education 170 is received once per sport on a Pass/Fail basis and must be certified by a member of the Physical Education faculty.

Activity courses will normally meet two periods a week for one-half of a semester. Each activity course will carry one semester hour of credit.

THEORY COURSES

PE 135 Ballet Dance

An introduction to the fundamentals of

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ballet technique for adult beginners. The student will gain an understanding of the basics of ballet through barre exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Credit, 2 hours.

PE 136 Tap Dance

This course is an introduction to the fundamentals of tap technique for adult dancers. The student will be working to improve their skill level and to increase endurance and stamina. Credit, 2 hours.

PE 137 Modern Dance

An introduction to the fundamentals of modern dance technique for adult beginners. The student will gain an understanding of the basics of modern dance through floor exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Credit, 2 hours.

PE 138 Jazz Dance

This course is an introduction to the fundamentals of jazz technique for adult beginners. The student will be introduced to many different styles of jazz dance. They will also begin to explore other aspects of dance including improvisation and compositional studies. Credit, 2 hours.

PE 200 Foundations of Physical Education

An overview of the discipline of physical education, focusing on the development of principles from both historical and philosophical perspectives. The course includes information about areas of specialization and career options. Credit, 3 hours.

PE 201 Personal and Community Health

An examination of the factors which influence the health of individuals and communities including physiological, psychological, environmental, and sociological perspectives on health and wellness. Credit, 3 hours.

PE 202 First Aid and Cardiopulmonary Resuscitation

Emergency procedures for the care of victims of injuries and illnesses, including prevention, safety, and water safety. The class includes skills and information and culminates in American Red Cross certification in first aid and cardiopulmonary resuscitation for infants, children, and adults. Lab fee. Credit, 3 hours.

PE 203 Theory and Practice of Coaching Basketball

A study of the theory and methods of coaching basketball including: fundamentals, offensive and defensive team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 208 Theory and Practice of Coaching Soccer

A study of the theory and methods of coaching soccer including: fundamentals, rules, individual and team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 209 Theory and Practice of Coaching Baseball

A study of the theory and methods of coaching baseball including: fundamentals, individual positional and team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 210/PE210H Basic Care and Prevention of Athletic Injuries

Primary causes of injuries, analysis of preventive measures, care of injuries in relation to types of tissue involved. Not for Athletic Training students. Lab fee. Credit, 2 hours.

PE 212 Theory and Practice of Coaching Football

The primary purpose of this course is the study of the theory and methods of coaching football including: fundamentals, positional and team play offensive, defensive, and special teams and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 213 Theory and Practice of Coaching Lacrosse

A study of the theory and methods of coaching lacrosse including: fundamentals, individual and team play, and game strategy. Areas such as conditioning, practice and game organization, rules, fiscal and facilities management, public relations, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 287 Sports Nutrition

A study of basic nutrition and its effect upon growth and development, body composition, and human performance. Credit, 2 hours.

PE 300 Strength Training and Fitness Program Design

A study of the components of physical fitness and how to analyze and apply the neuromuscular and physiological knowledge to determine the content and administration of preseason, in-season, and off-season programs for a variety of athletic teams at different levels of competition. Credit, 2 hours.

PE 301 Kinesiology

The study of human movement from structural and mechanical perspectives, including the analysis of motor skills. Prerequisite: Biology 205. Credit, 3 hours.

PE 302 Exercise Physiology

Responses and adaptations of body systems to activity stress. Prerequisite: Biology 206. Credit, 3 hours.

PE 303W The Principles and Problems of Coaching

The primary purpose of this course is the study of the theory and principles of athletic coaching. Problem areas such as practice and game organization, fiscal and facilities management, public relations, liability issues and understanding of rules, practice organization, and different coaching styles will be analyzed. Trends and current issues in athletics will be considered with emphasis on sport as a part of the educational system. Credit, 3 hours.

PE 304 Motor Learning

The study of the psychological and physiological factors which influence the acquisition of motor skills, including

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hereditary and environmental influences. Prerequisites: Biology 205 and 206. Credit, 2 hours.

PE 306 Physical Education for the Exceptional Child

This course focuses on planning, implementing, and adapting physical education programs for exceptional children. Credit 2, hours.

PE 307 Human Performance Laboratory

This course offers students the opportunity to observe and participate in some of the standard laboratory procedures from the sport and exercise sciences including exercise physiology, kinesiology, and motor learning. Prerequisites: Biology 205 and 206. Prerequisite or co-requisite: Physical Education 301, 302, or 304. Credit 1, hour.

PE 311/PE 311H Health and Physical Education in the Elementary School

Principles of designing and implementing school physical education programs for students in grades K-5. Includes curriculum, methods, and materials for health and physical education in the Elementary School. Prerequisite: Passing Praxis I. Credit, 3 hours.

PE 312 Health and Physical Education in the Secondary School

Principles of designing and implementing school physical education programs for students in grades 6-12. Includes curriculum, methods, and materials for health and physical education in the Secondary School. Prerequisite: Passing Praxis I. Credit, 3 hours.

PE 315 Physical Education for the Elementary Teacher

A physical education methods course designed to prepare elementary education majors to integrate physical education

instruction into the curriculum. Open only to elementary education majors or with the permission of the instructor. Prerequisite: Passing Praxis I. Credit, 1 hour.

PE 320 Measurement and Evaluation in Physical Education

Testing and data analysis procedures for physical education with special emphasis on the evaluation of physical abilities and motor skills and on grading in physical education. Credit, 3 hours.

PE 330W Sports and History

This course examines the relationship between sports and history from ancient Greece to the 21st Century. Emphasis will be on an understanding of the social, cultural, religious, economic, military, and political developments in United States history and the role of the United States in the world. The course will examine, in historical context, topics including gender, ethnicity, immigration, urbanization, communications, free enterprise, and public policy and the influence of sport on American society. Credit, 3 hours.

PE 331 Weight Training Techniques and Instruction

The purpose of this course is to introduce those students interested in the field of strength and conditioning to the techniques of Olympic style weight lifting, plyometrics and other explosive training methods as a means of improving athletic performance. The course aims to provide each student with a body of knowledge and practical knowledge to enable them to train a beginning athlete to a level where they can perform these movements safely and effectively. Prerequisites: PE 134; Open only to Strength & Conditioning majors or by approval of the Strength & Conditioning Coordinator. Credit, 2 hours.

PE 400W Management of Physical Education, Health, and Sports Programs

Critical issues and present trends in class management, facilities, equipment, and supplies and budgets in physical education, health, and sports programs.

Credit, 3 hours.

PE 401 Strength & Conditioning Practicum

In this course, student will be required to work on professional proficiencies in the class room as well as be required to fulfill the job description set forth and complete projects as set up by the intern director and the college. The practicum student's responsibilities weigh heavily on exercise technique instruction and correction. The student is also responsible for duties assigned by the Strength and Conditioning staff. These duties include general weight room management and maintenance. Prerequisites: PE 134 and PE 331; Open only to Strength & Conditioning majors or by approval of the Strength & Conditioning Coordinator. The internships require senior status and a minimum 2.5 grade point average.

Credit, 1 hour.

PE 410 Psychology of Sport

The application of principles of psychology to individual behavior in sport situations. Credit, 3 hours.

PE 452 Directed Student Teaching

This 60-day course of study in the public schools allows physical education students to combine theory and practice in the classroom under the guidance of the classroom teacher. One half of the student teaching experience will take place in a secondary setting, with the other half in an elementary setting. The ADEPT process is used to evaluate the student

teaching experience. Prerequisites: Passing Praxis II. Education 200, 301, 302, 304, 310, Physical Education 200, 201, 202, 301, 302, 304, 306, 311, 312, and 320. Grading is on a Pass/Fail basis.

Credit, 12 hours.

PE 490 Physical Education Internship

The student is placed in a local enterprise or school setting to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as an approved site supervisor to direct and supervise the student's activities. A student is expected to complete 125 internship hours to earn three semester hours, or 250 hours for six semester hours. Internships require senior status and a minimum of a cumulative 2.5 grade point average. (Same as Athletic Training 490.)

PE 491 Coaching Internship

The student is placed in a secondary school, college, or professional sport setting to gain coaching experience consistent with his/her field of study. The student will have a faculty sponsor as well as an approved site supervisor (coach) to direct and supervise the students activities. A student is expected to complete 125 internship hours to earn three semester hours of credit, or 250 hours for six semester hours of credit. Internships require senior status and a minimum 2.5 grade point average. Exceptions to this requirement require permission of the Department Chair.

Credit, 3-6 hours.

PE 492A Strength & Conditioning Internship

Candidates will be responsible for obtaining an internship position in a college, private, professional, or high

school strength and conditioning setting in order to gain work-related experience consistent with his/her area of study. The student will have faculty supervisor as well as an approved site supervisor to direct and supervise the student's daily activities. Also, the student will be required to make his/her formal application to the Strength and Conditioning Coordinator and site supervisor as well as to complete the necessary paperwork the semester before the actual internship. More information on this process is available from the Strength and Conditioning Coordinator.

A student is expected to complete 125 hours to earn a 3 semester credit, or 250 hours for a 6 hour credit. Internships require senior status, a minimum 2.5 GPA and advanced registration. Prerequisites: PE 134, PE 300, PE 331, and PE 401; Open only to Strength & Conditioning majors or by approval of the Strength & Conditioning Coordinator. Credit, 3 hours.

NOTE: Internship will not be approved until all necessary completed forms are in the student's file. Students who attempt to begin an Internship without going through the appropriate process will receive an automatic administrative drop from the course, regardless of how many hours may have been accrued.

COURSE OFFERINGS IN PHYSICS

PH 110 Introduction to Physics

An introduction to Physics for students in fields other than science. Topics include the nature of physics as a human activity, some of the basic concepts of physics, and the historical and philosophical development of physics. No previous experience in physics is expected, and

there are no mathematical prerequisites, although some basic algebraic and trigonometric skills are needed. Three hours of lecture each week. (Offered as needed.)
Credit, 3 hours.

PH 201, 202 General College Physics I and II

An introduction to mechanics, heat, and waves, first semester; and electromagnetism, light, and modern physics, second semester. This course is designed for science students. Three hours of lecture and one three-hour laboratory per week. Prerequisite for the first semester: Mathematics 122. Prerequisite for the second semester: Completion of the first semester (Physics 201) with a "C" or better, or permission of the instructor. (Offered alternate years.) Lab fee. Credit, 4 hours each.

PH 301/PH 302 Physics I and II with Calculus

An introduction to mechanics, heat, and waves, first semester; and electromagnetism, light, and modern physics, second semester using calculus. This course is designed for chemistry and mathematics education majors, and open to all students who have finished at least one semester calculus. Three hours of lecture and one three-hour laboratory per week. Prerequisite for the first semester: Mathematics 150 or 205, with a grade of "C" or better. Prerequisite for the second semester: Physics 301 with a grade of "C" or better, or permission of the instructor. (Offered alternate years.) Credit, 4 hours.

COURSE OFFERINGS IN POLITICAL SCIENCE

PO 242 American National Government

An examination of the cultural, constitutional, and political bases of the American system of government at the

federal, state, and local levels. Topics covered in this course include the growing power of the executive branch of the federal government, the division of governmental responsibilities between the federal and state governments, and administrative problems arising from the implementation of public policy on the state and local levels. (Offered alternate years.) Credit, 3 hours.

PO 243 State and Local Government

An examination of the various state and local governments of the United States. The course will include a brief overview of the American national government. Where applicable, the state of South Carolina will be used as an example. Credit, 3 hours.

PO 341/341H Comparative Governments

An examination of the forms of civil government, carried out through a representative selection of the world's governments. The political regimes of five countries are studied: the United States, Britain, France, Germany, and the Soviet Union. (Offered as needed.) Credit, 3 hours.

PO 342/342H International Politics

An examination of the history and forms of international politics and diplomacy. The course will include discussion of the concepts of realism and idealism, balance of power theory, nationalism, international and regional organizations, and multinational corporations. Credit, 3 hours.

PO 343 Principles of Public Administration

This course is designed for upper-level students to discuss in great detail that "fourth branch of government", the Bureaucracy. While this is an upper-level course, it is

also an introductory course to the field of public administration. Thus, by necessity, this course will bear some resemblance to a survey course. Prerequisite: Political Science 242. Credit, 3 hours.

PO 440 Constitutional Law

In this course students learn the history and philosophy of American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties. Prerequisite: Political Science 242. (Same as CJ 440.) Credit, 3 hours.

COURSE OFFERINGS IN PSYCHOLOGY

PS 101 Introduction to Psychology

A survey of the major areas of psychological study. Scientific psychology, psychophysiological processes, sociocultural determinants of behavior, personality development, and psychopathology. Credit, 3 hours.

PS 101H Introduction to Psychology

This course is designed for the intellectually accelerated and highly motivated student. Students will be enrolled with the regular Introduction to Psychology students, but will have a seminar to enrich the learning process. An original research project is required. Prerequisite: Psychology 101. Credit, 3 hours.

PS 200 Elementary Statistics

Graphical presentation of data, measures of central tendency, dispersion, and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Business Administration 200, Economics 200 or Mathematics 200.) Prerequisite: Mathematics 091 or exemption from Mathematics 091. Credit, 3 hours.

PSYCHOLOGY

PS 202 The Influence of Sexual Factors on Behavior

This course will provide the generalist practice social worker with the following: introduction to the study of human sexual behaviors with particular attention paid to the issue of gender development; premarital, marital, and postmarital sexual patterns; birth-control; sexual dysfunction; cross-cultural sexual patterns; sexually transmitted diseases; and alternative sexual life styles. This course will explore the interaction between psychosocial, biological, and environmental factors as they influence sexual attitudes and expression and their influence on social and economic justice. (Same as SW 206.) Credit, 3 hours.

PS 204 Human Growth and Development

Cognitive, social, emotional, and physical development from preconception through adulthood from a psychosocial perspective of the human life cycle. Theories of human behavior, including the biological, psychological, cultural, and environmental are discussed and examined. The course is designed to familiarize the prospective psychologist, social worker, counselor, or teacher with these developmental patterns of human behavior. Credit, 3 hours.

PS 210 Sensation and Perception

A psychological and biological study of the many sensory modalities and their perceptual mechanisms. Emphasis will be on the human adult, but there will be some treatment of developmental aspects and the sensory apparatus of other species, as well as clinical aspects of the sensory impaired. Prerequisite: Psychology 101. Credit, 3 hours.

PS 213 Dynamics of Small-Group Interaction

Theoretical approaches to group work intervention and small group dynamics and an introduction to group therapy. Various group methods and therapies will be explored through lectures, demonstrations and participation in a group setting. Credit, 3 hours.

PS 301 Introduction to Counseling

A variety of counseling techniques. Emphasis is placed on developing basic communication skills in a therapeutic setting. The student is expected to demonstrate proficiency in interpersonal relations by the end of the course. Prerequisite: Psychology 101. Credit, 3 hours.

PS 302 Systems and Theories of Counseling and Psychotherapy

Varied approaches to counseling and psychotherapy with emphasis upon both theory and techniques involved in the various approaches. Prerequisite: Psychology 101. Credit, 3 hours.

PS 303 Health Psychology

Health Psychology is the scientific study of psychological factors that relate to health enhancement, disease prevention, safety, and rehabilitation. This course explores the relation of lifestyle behavior and both mental and physical health. Students will keep a wellness log of their own behaviors as well as provide written and oral reports on contemporary research on the interaction of behavior and health. Prerequisite: Psychology 101. Credit, 3 hours.

PS 304 Educational Psychology

Theories of learning, memory, cognition, and education, with an emphasis on application in the classroom. Designed for the prospective teacher, this course is also appropriate for prospective psychologists

and counselors. (Same as Human Resource Development 304.) Prerequisite: Psychology 101. Credit, 3 hours.

PS 305/305H Learning and Memory

Major theoretical approaches and scientific contributions to the understanding of human learning and memory. Classical, operant, and social learning paradigms will be a focus. Traditional and current models of memory will be discussed. Prerequisite: Psychology 101. Credit, 3 hours.

PS 306/306H Behavior Disorders

A survey of theory, research, and diagnostic criteria pertaining to psychopathology. This course will examine the historical precedents of abnormal psychology, and review current strategies in diagnosis and treatment of mental disorder. The present revision of the Diagnostic and Statistical Manual of Mental Disorders will be a focus. Prerequisite: Psychology 101 and/or permission of the Instructor. Credit, 3 hours.

PS 307/307H Social Psychology

Social influence as a determinant of behavior. The sociocultural milieu is examined in depth. In addition, human aggression, prejudice, and interpersonal communication are stressed. Credit, 3 hours.

PS 309 Tests and Measurements

A consideration of the theory, development, and application of testing. Construction of tests for use in classrooms will be emphasized, as well as intelligence, achievement, aptitude, and personality measures. The course is designed to provide a good basic understanding of testing from the perspective of both the test designer and the test user, and is designed for prospective educators, psychologists, and counselors. (Same

as Education 309 and Human Resource Development 309.) Credit, 3 hours.

PS 311 Cognitive Psychology

This course is a survey of the theories and research in the field of cognitive psychology, including information-processing theory, attention and memory theories, semantic organization and categorization, language, problem-solving, and creativity. Prerequisite: Psychology 101. Credit, 3 hours.

PS 314/314H Biopsychology

The biological processes underlying behavior of organisms. The course will examine the nervous system at the level of the neuron and synapse, subsystems within the brain, and the brain itself. An attempt will be made to relate these levels and systems to behavior (as far as is currently known). Since this is a relatively new science, many current issues will be discussed as they arise. Prerequisite: Psychology 101. Credit, 3 hours.

PS 317W Introduction to Experimental Psychology (formerly PS 315)

An introduction to the research process as carried out in psychology including research design, analysis (statistical), and written and oral communication of results. The course will carry four semester hours credit (three hours of lecture and classroom demonstrations and one hour of laboratory work, in class and in the field.) Prerequisites: Psychology 101 and Mathematics 200. Lab fee. Credit, 3 hours.

PS 320 The Exceptional Child

This course includes the study of a variety of disabilities that afflict school-age children and youth. Attention will be given to their special problems of adjustment and adaptation. Additional emphasis will

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be placed on techniques and resources for assisting these children to maximize their respective potentialities. (Same as Education 320.) Credit, 3 hours.

PS 323 Organizational Behavior

A study of the determinants of behavior at the individual, interpersonal, group, intergroup, and interorganizational levels. (Same as Business Administration 323.) Prerequisite: Business Administration 300 Credit, 3 hours.

PS 400 Theories of Personality

Major theories of personality and the factors involved in the development of personality. Prerequisite: Psychology 101. Credit, 3 hours.

PS 406 Evolutionary Psychology

The primary assumption is that the human mind and human behavioral predispositions have been shaped by the process of natural selection throughout our evolutionary past. Students will examine complex cross cultural issues such as sexual attraction, reproductive strategies, aggression, happiness and child rearing practices from an evolutionary perspective. Theoretical positions and research from evolutionary psychology and related disciplines, such as comparative psychology, physical anthropology, and behavioral ecology will be examined in this course. Prerequisites: Psychology 101, 307 and 317. Credit, 3 hours.

PS407 History and Systems of Psychology

Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to

each other and to the culture of the student. Prerequisites: PS 101, 204, 305, and 307. Credit, 3 hours.

PS 452 Contemporary Issues in Psychology (formerly PS 405)

This is the capstone course in the Psychology major. This course is a student-driven seminar in which students lead and participate in discussions about current themes and issues in psychology. Students will read, review and discuss current journal articles and book chapters on various topics germane to the present study of psychology. Writing will be emphasized. Prerequisite: Senior status or permission of the instructor. Psychology 101, 204, 305, 306, 307, 314, 317. Credit, 3 hours.

PS 480 Field Work in Psychology

The course in Field Work in Psychology allows a student to gain experience in a professional setting where psychological services are provided. The student must work under the supervision of a professional person who agrees to serve as supervisor. It is the student's responsibility to find a placement site that will provide the field work experience. A minimum of 125 hours is required to earn 3 credits, and a minimum of 250 hours is required for 6 credits. Prerequisites include junior or senior status, permission of the professor, and a minimum of 18 credits in psychology, including PS 101, 204, 301, 305, and 306.

COURSE OFFERINGS IN RELIGION

RE 180-181 Service Learning, Mission Work Seminar I

This course provides supervised service learning/mission work on a local level for first year Christian Education and Leadership Program participants. It entails

3-5 hours per week of local community service, some reading, and a weekly 90-minute seminar. The second semester, the service learning/mission work entails an international mission trip, along with reading and the weekly seminar. Credit, 2, 2 hours.

RE 201 Science and Religion

An examination of the interrelationship between science and religion. The historical and present-day impact of religion on scientific discovery and practice will be covered, along with the corresponding influence of science on religious thought. Open to both science and non-science majors. (Same as Science 201.) Credit, 3 hours.

RE 210 World Religions

A study of the common aspects of religion, followed by an examination of the five major world religions. (Offered as needed.) Credit, 3 hours.

RE 221 The Old Testament

This course is a survey of the Hebrew Scriptures. The approach to a particular topic may be historical, literary, and/or theological. Credit, 3 hours.

RE 222 The New Testament

This course analyzes the process by which the New Testament was formed, the nature and characteristics of its various types of literature, and its life and thought. Credit, 3 hours.

RE 225 Christian Heritage I

A study of the rise and growth of Christianity through 1500 A.D. Topics will include origins in the first century A.D., spread and growth in the Roman Empire, the development of Eastern Orthodox Faith, Medieval Church in Europe, and trends and developments leading up to the Protestant Reformation. Credit, 3 hours.

RE 226 Christian Heritage II

This course is a study of the growth and spread of the Christian faith from 1500 A.D. up to the present day. Topics will include the main groups of the Protestant Reformation, Catholic Counter-reformation, and spread and growth in North America and other lands beyond Europe. Credit, 3 hours.

RE 235 History of Christian Missions

A survey of Christian Missions. Topics will include encounters with other religions and cultures, various strategies for missions, issues in translating the Gospel into other languages, and theological issues in mission work. Credit, 3 hours.

RE 240 Models & Methods of Christian Leadership

A survey of models and strategies for Christian Leadership. Topics will include theologies for Christian leadership, various settings and opportunities, forms of spiritual discipline, and discerning spiritual gifts. Credit, 3 hours.

RE 245 Models & Methods of Christian Education

Survey of various Christian Education materials available and how to select age appropriate materials for church classes. Topics covered will include various theological and pedagogical perspectives of publishers, what curriculum materials best meet the needs of particular churches, and what is required of teachers using curriculum materials. Credit, 3 hours.

RE 280-281 Service Learning, Mission Work Seminar II

This course provides supervised service learning/mission work on a local level for second year Christian Education and Leadership Program participants. It

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entails 3-5 hours per week of local community service, some reading, and a weekly 90-minute seminar. The second semester, the service learning/mission work entails an international mission trip, along with reading and the weekly seminar. Prerequisite: Religion 180 and 181. Credit, 2 hours.

RE 301 The Koran and The Bible

A comparative survey of the holy texts of Judaism, Christianity & Islam. Topics include beliefs about God, Muhammad, Moses, Jesus, Abraham, Salvation, Holy War and Afterlife. Emphasis will be placed on reading the primary texts and understanding the various interpretations each tradition has made of those texts. Credit, 3 hours.

RE 380-381 Service Learning, Mission Work Seminar I

This course provides supervised service learning/mission work on a local level for third year Christian Education and Leadership Program participants. It entails 3-5 hours per week of local community service, some reading, and a weekly 90-minute seminar. The second semester, the service learning/mission work entails an international mission trip, along with reading and the weekly seminar. Prerequisite: Religion 280 and 281. Credit, 2 hours.

RE 401H A Study of Jesus

A study of the person of Jesus in the light of the Gospels; an interpretation of the christological controversies up to Chalcedon; an investigation of some recent attempts to understand Jesus in our contemporary historical context. Prerequisite: EN 101, Honors Program, or permission of instructor.

RE 480-481 Service Learning, Mission Work Seminar IV

This course provides supervised service learning/mission work on a local level for fourth year Christian Education and Leadership Program participants. It entails 3-5 hours per week of local community service, some reading, and a weekly 90-minute seminar. The second semester, the service learning/mission work entails an international mission trip, along with reading and the weekly seminar. Prerequisite: Religion 380 and 381. Credit, 2 hours.

COURSE OFFERINGS IN SCIENCE

SC 101 Physical Geology

A descriptive course at the introductory level designed to provide an understanding of internal and external forces which shape the earth. Mineral studies and a brief survey of historical geology are also included. Three hours of lecture and one two-hour laboratory a week. Lab fee. Credit, 4 hours.

SC 130 Planets, Stars, and Galaxies (w/lab)

An introductory liberal arts astronomy course covering the following basic concepts: gravity and other cosmic forces; planets, moons, and the solar system; nature and evolution of the sun and other stars; structure of galaxies and the universe. The laboratory will incorporate both measurements and observations of astronomical phenomena, including celestial navigation, telescope observation, and classroom experiments. Three hours of lecture and one laboratory per week. Prerequisite: Mathematics 110 or any Mathematics course numbered above 110. Lab fee. Credit, 4 hours.

SC 131 Planets, Stars, and Galaxies (w/o lab)

An introductory liberal arts astronomy course covering the following basic concepts: gravity and other cosmic forces; planets, moons, and the solar system; nature and evolution of the sun and other stars; structure of galaxies and the universe. Prerequisite: Mathematics 110 or any Mathematics course numbered above 110. Credit, 3 hours.

SC 201W/201HW Science and Religion

An examination of the interrelationship between science and religion. The historical and present-day impact of religion on scientific discovery and practice will be covered, along with the corresponding influence of science on religious thought. Open to both science and non-science majors. (Same as Religion 201.) Credit, 3 hours.

SC 203 Great Themes of Science

This course will present an overview of the major recent advances across the various subdivisions of science, and is especially intended for non-majors of science. In addition, the various philosophies and techniques that comprise the methodology of science will be explored, along with a brief look at the history of each subfield of science discussed. Credit, 3 hours.

COURSE OFFERINGS IN SOCIOLOGY

SO 201 Introduction to Sociology

An examination of social structures and processes; emphasis is placed upon American social institutions, particularly in terms of their functions and dysfunctions in society. Credit, 3 hours.

SO 201H Introduction to Sociology

In addition to course material studied in the regular introductory course, honors students will read extensively in current sociological literature. A seminar format will be used. Credit, 3 hours.

SO 202 Contemporary Social Problems

A study of selected social problems affecting contemporary American life. Problems such as crime, poverty, unemployment, health care, environmental pollution, urban areas, and discrimination are examined. Credit, 3 hours.

COURSE OFFERINGS IN SPANISH

SP 101 Elementary Spanish I

An introduction to the sounds and structures of the Spanish language. Enrollment is limited to students who have had no prior training in Spanish. Students with prior training in Spanish may take this course only with the permission of the instructor. Credit, 3 hours.

SP 102 Elementary Spanish II

A review and continuation of SP101 with additional attention to Hispanic culture. Prerequisite: SP101, prior training in Spanish, or permission of the instructor. This course is not open to native speakers of Spanish. Credit, 3 hours.

SP 105 Conversational Spanish

Provides immediate access to functional language skills in occupational or work place areas. Introduces vocabulary, phrases, and grammar that will enable students to participate in basic workplace conversations on specific topics. Specific features of Hispanic culture will also be introduced. Although the focus is on oral and aural skills, the course also has writing and grammar components. No

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previous experience with Spanish is necessary. Maybe placed in form of general education requirement. Credit, 3 hours.

SP 201 Intermediate Spanish I

A systematic review of the structures of Spanish in addition to practice in the use of those structures in written and spoken form. Prerequisite: 2 semesters of college Spanish, or 2 or more years of high school Spanish, or permission of the instructor. Credit, 3 hours.

SP 202 Intermediate Spanish II

A continuation of SP201 designed to develop linguistic proficiency and conversational competence in Spanish through reading, writing, listening, and speaking assignments utilizing Spanish literary works, newspapers, video productions, and television broadcasts. Prerequisite: SP201 or permission of the instructor. Credit, 3 hours.

COURSE OFFERINGS IN SOCIAL WORK

SW 203 Introduction to Social Work as a Profession

This course will cover the concept of generalist social work practice as a profession. Emphasis is on social work with special populations such as ethnic minorities, women, aged, and welfare to work recipients with children. Focus is on social work values, knowledge base, goals, and the roles of the social worker in society. Prerequisite: Psychology 101 or permission of the instructor. Credit, 3 hours.

SW 204 Social Welfare Programs and Policy

This course will examine the history of social welfare, including the values, beliefs, and attitudes that have shaped the social welfare institution. The course will

also provide the generalist social worker a comprehensive view of diverse social issues such as substandard housing, poor health care coverage, inadequate social security programs, and populations at risk. The student will be afforded the opportunity to garner further knowledge of the political and economic factors that affect social welfare policy and planning, as well as social and economic justice. Prerequisite: Social Work 203 or Psychology 101 Credit, 3 hours.

SW 205 Human Behavior and the Social Environment I

This course will present an overview from a systems/ecological approach of the life cycle of human development from conception to later adulthood. The course will concentrate on the cognitive, social, emotional, and physiological theories of human behavior. Focus will be on detailing the various developmental stages of conception through young adulthood (later adolescence). The part that socioeconomic, gender, and cultural diversity plays in the normative processes of socialization of children within family contexts will also be discussed. This course is designed to familiarize the prospective social worker, psychologist, counselor, or teacher with knowledge of normative patterns of human behavior and to provide the tools to assess for appropriate individual developmental functioning of infants, children, adolescents, and their families. Prerequisite: Biology 101 or 114, and Social Work 203, 204 or permission of instructor. Credit, 3 hours.

SW 206 The Influence of Sexual Factors on Behavior

This course will provide the generalist practice social worker with the following:

introduction to the study of human sexual behaviors with particular attention paid to the issue of gender development; premarital, marital, and postmarital sexual patterns; birth-control; sexual dysfunction; cross-cultural sexual patterns; sexually transmitted diseases; and alternative sexual life styles. This course will explore the interaction between psychosocial, biological, and environmental factors as they influence sexual attitudes and expression and their influence on social and economic justice. (Same as PS 202) Credit, 3 hours.

SW 207 Gerontology

This is an introductory course that focuses on social work practice with older adults. It covers the knowledge, skills, and values needed for the effective social work practice when serving older adults and their families. The course concentrates on the bio-psycho-social-spiritual change as it occurs in the aging process. Additional thematic units will include diversity, substance abuse, neglect, and advanced directives. Credit 3, hours.

SW 208 Human Behavior and the Social Environment II

With a focus on the generalist perspective, this course examines the individual in social systems that include family groups, community organizations, culture, and society. Human behavior within these systems and the behavior of the systems as entities are studied. Focus is on system problems such as overload within health care systems, juvenile and adult criminal systems, public school systems, etc. Further emphasis is on how these problems effect all systems globally and on the cognitive, psychological, cultural, and environmental impact of systems on individuals and the outcomes

in relation to social and economic justice. Prerequisite: Biology 101 and Social Work 204, 205, or permission of instructor. Credit, 3 hours.

SW 209 Practice with Culturally Diverse Populations

The course explores the differences and similarities of experiences, needs, and beliefs of diverse populations and provides a theoretical foundation from which to develop differential assessment and intervention skills essential to culturally sensitive practice. Emphasis is on patterns and dynamics of discrimination, economic deprivation, and injustice. This includes discussion of the social consequences that follow oppression of minorities, women, gays, lesbians, disabled, and all populations at risk. Prerequisite: Psychology 101. Credit, 3 hours.

SW 301 Social Work Intervention: Individuals, Families, and Small Groups

Focus of this first intervention course is the nature of helping and the helping relationship. Beginning skills in interviewing, establishing professional relationships, communication skills, recording skills, and problem solving are studied within a strength-based systems approach. Use of assessment skills that include knowledge regarding the use of genograms and ecograms in family assessment and treatment are taught. Special attention is given to generalist social work practice with special populations and diverse family groups. Enrollment is restricted to Social Work majors. Prerequisites: Psychology 101, Social Work 203, 205, and 208. Credit, 3 hours.

SOCIAL WORK

SW 302 Social Work Specialized Groups

The focus of this second intervention course is theoretical approaches to group work and group dynamics. The course introduces group process and basic group skills. Various types of group therapies and alternate methods are demonstrated through lectures, demonstrations, role-play, and participation in practice settings. Course content includes work with the following groups: minority, grief management, self help, therapy, feminist intervention, family therapy, domestic violence, and groups supporting diverse populations. Course content enables students to learn respect for diversity, confidentiality, a code of ethics, and respect for minorities. Students will learn to implement and evaluate change in organizations, communities, and the political arena in relationship to the NASW Code of Ethics. Prerequisite: Psychology 101, Social Work 203, 205, 208, and 301. Credit, 3 hours.

SW 304 Social Work Intervention: Large Groups and Community Organization

This third intervention course examines generalist social work practice with groups and large systems. Students explore specific change models while working with organizations and communities, including the global community. Organizational operations, internal functioning, and linkages with other communities are studied. Special attention is given to the role of politics; the effect of politics on social workers, clients, human services agencies, and strategies to effect change in the political arena. Students use critical thinking skills to assess, implement, and evaluate change in large groups, orga-

nizations, and communities, including the global communities. Students will further acknowledge economic, social, and political injustices and will learn to recognize and use appropriate skills to empower oppressed groups using a systems approach. Enrollment is restricted to Social Work majors. Prerequisite: Psychology 101, Social Work 203, 204, 205, 208, 301 and 302. Credit, 3 hours.

SW 310W Domestic Violence

This course explores the social, character, and societal causes of domestic violence. Special consideration is given to spouse abuse and child abuse. Prevention, treatment methods, and social policy questions are the core of the course. This course is intended for academically advanced students. (It is strongly recommended that Social Work Majors take Social Work 204 prior to Social Work 310.) Credit, 3 hours.

SW 350 Social Work Research

This course examines the role of research from a Social Work perspective. Students are taught how data is collected, analyzed, interpreted, and presented. Terminology and methodology are emphasized in order to give students a greater appreciation of the research process. This course marks an introduction to knowledge, skills, and applications of qualitative and quantitative research for social work practice. Enrollment is restricted to Social Work majors. Prerequisites: Mathematics/Psychology 200. Psychology 101, Social Work 203, 204, 205, 208, 301, 302, and 304. Credit, 3 hours.

SW 420a, 420b, 420c, 420d Field Placement

The student will spend approximately three to four days a week (for a total of 400 clock hours) as a social work intern

in a social service agency under the supervision of a professional social worker. Field placement is accompanied by a weekly one hour seminar and/or meeting with the Field Placement Coordinator on campus or other designated site. Prerequisites: Senior standing and fulfillment of requirements for Field Placement. Requirements include completion of all general education and social work major required courses. Credit, 3 hours each. Note: Field Placement packets must be received at the Limestone College Social Work Department in Gaffney, SC by the following dates: **Spring Semester: January start date; October 1 deadline** **Summer Semester: May start date; February 1 deadline;** **Fall Semester: August start date; May 1 deadline** **Packets received later than these dates will not be accepted.**

COURSE OFFERINGS IN THEATRE ARTS

TH 101W Drama Appreciation

A general survey course designed to stimulate awareness and appreciation of dramatic arts. Areas of exploration include theatre history and dramatic literature (modern and classic). Credit 3 hours.

TH 102 Acting: Basics

This introductory level acting course covers the principles of warm-ups, individual inventory, Stanislavsky system, character analysis, and rehearsal procedure. The aim of the course is to introduce the student to the skills needed to develop as an actor, as well as to make the student more aware of how he or she presents his or her self on stage and off. Credit, 3 hours.

TH 103W History of Theatre

A study in theatre history looks at the

interrelationship of theatre and society, focusing on dramatic literature and original documents as “artifacts” within a given culture. An exploration of theatre history seeks to establish a cultural context for periods of drama, using art, music, and social historical data to clarify the artistic modes of thought in various periods of time. Credit 3 hours.

TH 110 Fundamentals of Play Production

An introductory course in theatre, beginning with play selection and ending with an artistically successful production. A clear and concise study of each requisite skill in between -- acting, scenery, lighting, makeup, costuming, sound, auditioning, and theatre business -- takes students behind the scenes of a play and introduces them to each production element. The course stresses teamwork and focuses on the way each part of play production fits into the whole. Credit, 3 hours.

TH 111 Experiential Theatre

Practicum in theatre production involving the student’s participation in a play as a technician or in some other capacity as approved by the instructor. (May be repeated for a total of four credit hours.) Credit, 1 hour.

TH 201W Performance Studies

Performance Studies is an interdisciplinary course that explores post-modern theatre styles. This beginner course focuses on how our everyday lives and experiences can be looked at as performances. In this non-traditional theatre class, students will develop their creative impulses and bring their imaginations to life on stage through three major subject areas: 1) Songs and Poetry as Performance, 2) Oral History (Story Telling) as Performance, and 3) Performance Art. (Same as EN 213) Credit, 3 hours.

THEATRE

TH 202 Acting: Performance, Auditioning, & Voice

This course provides the opportunity for the student actor to continue developing both voice and body. In addition, this course will provide the needed training to audition for a variety of theatrical productions. Credit, 3 hours.

TH 203 Improvisation

This course will familiarize the student with a variety of improvisational games and techniques. As in the television program, *Whose Line is it Anyway?*, students will learn to compete in this humorous, instantaneous, and always unexpected format. Class projects include building stock characters, learning various improv games, learning how to open and close a scene, working in groups, and intermediate and advanced comic techniques. Credit, 1 hours.

TH 301 Gender and Race as Performance

In this course, students explore performances of cultural diversity. Students study numerous performances that explore identities of race and gender. They will also learn how individuals perform race and gender every day, even when they are not on a formal stage. Also, students will discover more about their personal diversity through individual and group performances. Credit, 3 hours.

TH 302 Acting: Style

Advanced acting students will develop skills in the different acting styles needed to perform in plays by authors such as Sophocles, Moliere, and Shakespeare. Students will continue to develop vocal and physical skills, as well as their analytical abilities. Credit, 3 hours.

TH 303 Musical Theatre History and Performance

This course provides students with a strong background in the history of musical theatre from its inception in the stages on the United States to the newest musicals taking place all over the world. In addition, students will be trained in musical performance techniques and perform a ballad, a comic song, and a duet. Prerequisites: TH 102 and MU 119 or by instructor permission. Credit, 3 hours.

TH 307 Directing

This course will allow students to learn the art and craft of directing. Students will read and analyze plays, develop important practical and analytical skills, and finally direct a ten-minute play. Prerequisites: Theatre 102 or permission of the instructor. Credit, 3 hours.

TH 308 Playwriting

This course will familiarize the students with the most recent and admirable writing occurring in the contemporary theatre; it will allow the students to contextualize these works into their own artistic experience; and ultimately provide students with the skills needed to create their own plays. The course is designed for the novice playwright, but because the course is primarily a writing workshop, it is suitable for the more advanced writer. Credit, 3 hours.

TH 309 Advanced Stage Design

This course gives advanced students an opportunity to develop skills in a major field of theatrical design which might include set design, lighting design, costume design, and/or sound design. Prerequisite: Theatre 110 or permission of the instructor. Credit, 3 hours.

TH 401W Dramatic Criticism

Dramatic Criticism explores theories of the theatre from Ancient Greece to the present time. Students develop their critical thinking skills by learning how and why the standards of judgment for drama have changed over time. This course prepares theatre majors to analyze plays as actors, directors, and dramaturges. Prerequisite: TH 101/EN 212 and TH 103. Credit, 3 hours.

TH 407 Advanced Directing

This course will allow students to build on analytical and directing skills gained in previous courses to direct a fully-produced one-act play for the Limestone

College Theatre. Prerequisites: Theatre 307 or permission of the instructor. Credit, 3 hours.

TH 480 Student Production Lab

This course provides the opportunity for advanced students who may want to direct, act, write, design, and/or produce theatrical productions. These workshop productions will augment the regular Limestone College Theatre. All productions must be overseen by the faculty. Prerequisites: Theatre 206 and Theatre 307 for directors; Theatre 206 for actors; Theatre 110 for designers; and Theatre 308 for playwrights, or permission of the instructor. Credit, 3 hours.



FACULTY, STAFF, AND ADMINISTRATION

FACULTY

- James L. Adams, Jr. (1990).....Assistant Professor of Computer Science
B.S., Clemson University; M.B.A., Harvard University.
- Brian F. Ameling (2002)Instructor of Computer Science
Chair, Division of Natural Sciences (2007-2011);
Chair, Department of Computer Science
B.S., M.S., Bowling Green State University
- Carrie P. Ameling (2002)Assistant Professor of English/Theatre
B.F.A., Southwestern University; M.A., Ph.D., Bowling Green State University.
- Timothy F. Baxter-Ferguson (2000).....Associate Professor of English/Theatre
Director of Theatre
B.A., University of Oregon; M.A., Ph.D., University of South Dakota
- Scott D. Berry (1994).....Professor of Physics
B.A., Albion College; Ph.D., The University of Tennessee
- Robert W. Bradford (2002).....Social Work Preceptor (North Augusta)
B.S., M.S.W., University of South Carolina.
- Stephen Burgess (2004, 2008)Social Work Preceptor (Columbia)
B.A., Limestone College; M.S.W., University of South Carolina
- Maria Felicia Cavallini (2005).....Associate Professor of Physical Education
B.A., Rice University; M.A., University of Texas at San Antonio; Ed.D,
University of Houston
- Reed M. Chewing (2007).....Instructor of English
B.A., Wofford College; M.A., Converse College
- Andrew K. Cook (2006).....Assistant Professor of Business Administration
B.S., West Virginia Institute of Technology; M.B.A., Gardner-Webb University;
D.B.A., Argosy University
- J. Andrew Cox (1967).....Professor of Art; Chair, Department of Art
B.A., Murray State University; M.F.A., Miami University.
- John V. Crangle (1998)Business Law, History, and
Political Science Preceptor (Columbia)
A.B., University of South Dakota; M.A., University of New Hampshire; Ph.D.,
J.D., University of South Carolina.
- Charles J. Cunning (1995).Professor of Psychology,Special Assistant to the President
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of
Iowa.
- Terrance L. Cusaac (2007).....Business Administration Preceptor (Columbia)
B.S., Benedict College; M.A., Troy State University; Ph.D., Capella University.
- Nancy K. DeJarnette (2007).....Instructor of Education
B.S., M.S., Minnesota State University

FACULTY, STAFF, AND ADMINISTRATION

- Melinda G. Drake (1998).....Business Admin./Computer Science/
Social Work Preceptor (Columbia)
B.S., University of the Philippines/Los Banos; B.A., Limestone College;
M.S.W., University of South Carolina; D.B.A., University of Sarasota
- Rhonda K. Fleming (1992).....Assistant Professor of Physical Education
Director of Teacher Education
B.S., Winthrop University; M.S., University of North Carolina/Greensboro
- Carolyn A. Ford (2003)..... Assistant Professor of Art
B.F.A., Middle Tennessee State University; M.F.A., Washington State University
- Archie D. Fowler (1989)..... Associate Professor of Education
B.S., M.A., Appalachian State University; Ed.S., University of South Carolina
- S. Gary French (2002).....English and Communications Preceptor
B.A., M.A., University of South Carolina
- Vanessa B. Fulbright (2002) Assistant Professor of Physical Education/
Coordinator of Athletic Training; Chair, Department of Physical Education,
Athletic Training and Sports Management
B.S., Mars Hill College; M.A., Gardner-Webb University
- Karen W. Gainey (1994) Montague McMillan Professor of English,
Executive Vice President/Vice President for Academic Affairs
B.A., Clemson University; M.A., California State Polytechnic University; Ph.D.,
University of Tulsa
- Kertrina A. Graham (2003).....Social Work Preceptor (Florence/Kingstree)
B.A., Virginia Union University; M.S.W., University of South Carolina
- Penni O. Griffin (1995) Assistant Professor of Social Work
B.A., Coe College; M.S.W., University of Cincinnati
- Timothy S. Hanshaw (2003) Assistant Professor of Social Work/
Associate Director for Field Practicum and Marketing/
Assistant Mens and Womens Track and Field Coach
B.A., Marshall University; M.S.W. Radford University
- Mary Beth Harllee (1997).....Assistant Professor of Social Work/Associate Director
for Field Practicum and Marketing (Florence/Kingstree)
B.A., Catawba College; M.Ed., University of North Carolina/Charlotte; M.S.W.,
University of South Carolina
- Arthur A. Harper (1998) Associate Professor of Business Administration/
Accounting and Human Resource Development (Charleston)
B.S., Baptist College; M.A., Central Michigan University; Ed.D., University of
South Carolina
- Carolyn T. Hayward (1994) Associate Professor, Director of the Library
B.A., University of Florida; M.A.L.S., University of South Florida
- Kerry D. Heafner (2006).....Instructor of Biology
B.S., Mars Hill College; M.S., Appalachian State University
- Janice W. Hickman (2007)..... Social Work Preceptor (Charleston)
B.A., Louisiana State University; M.S.W., East Carolina University

FACULTY, STAFF, AND ADMINISTRATION

- Harry H. "Chip" Hill, Jr. (1985)..... Professor of Music
B.M., Georgia State University; M.M., University of Michigan; D.M.A., University of South Carolina
- Louie V. Hinson (2006)..... Social Work Preceptor (Columbia)
B.A., University of South Carolina; B.S.W., Limestone College; M.S.W., University of South Carolina
- Henry P. Hiott (1998)..... Assistant Director of the Social Work Program,
Assistant Professor of Social Work (Low Country)
B.S., College of Charleston; M.S.W., University of South Carolina
- Robert Honeman (2003) Professor of English
B.S., Frostburg State University; M.A., Salisbury State University; Ph.D., Indiana University of Pennsylvania
- John D. Hulsey (2003) Computer Science Preceptor (Extended Campus Program)
B.B.A., Georgia State University; M.S., Naval Post Graduate School
- Karen W. Kearse (2003).... Assistant Professor of Education, Director of PALS Program
B.A., University of South Carolina Spartanburg; M.Ed., Converse College.
- Robert S. Kolodzy (2006).... Instructor of Physical Education/Assistant Athletic Trainer
B.S., Georgia Southern University; M.S., Michigan State University.
- Albert C. Kovelesky (1990).... Homozel Mickel Daniel Associate Professor of Chemistry
B.S., Pennsylvania State University; M.S., Kansas State University; Ph.D., University of Kentucky
- Austin "Chuck" Kuhn (1999)..... Associate Professor of Social Work and Associate
Director for Social Work Field Practicum and Marketing (Midstate)
B.A., Salem College; M.S.W., West Virginia University; Ph.D., University of South Carolina
- Paul R. LeFrancois (1985) Professor of Economics;
Chair, Division of Professional Studies (2004-2008)
B.S., University of Massachusetts; M.A., Ph.D., West Virginia University.
- Bob D. Lewis (2003)..... Assistant Professor of Spanish and Religion;
Chair, Department of Philosophy and Religion
B.A., University of Texas-Pan American; M.A., M.Th., Southern Christian University; D.Miss., Trinity International University
- Suzanne E. Lindley (2001) Associate Professor of Biology
B.S., M.S., Ph.D., University of Alabama/Birmingham
- Anne M. Lockwood (1999)..... Associate Professor of English
B.A., Oberlin College; M.A., Duke University; Ph.D., University of North Carolina/Greensboro
- Marimi Matsushita (2008) Associate Professor of Mathematics
B.S., M.S., Creighton University; Ph.D., Columbia University
- Russell A. Meade (2002)..... Business Administration Preceptor
(Extended Campus Program)
B.A., Adelphi University; J.D., St. John's University

FACULTY, STAFF, AND ADMINISTRATION

- Shelly Meyers (2005)..... Instructor of Elementary Education
 B.S., Missouri Valley College; M.S., Walden University
- Gena E. Poovey (1993)..... Professor of Choral/Vocal Music Education
 Chair, Division of Arts and Letters (2005-2009), Chair, Department of Music
 B.A., Pfeiffer College; M.M., Southern Methodist University; D.M.A.,
 University of South Carolina
- Douglas L. Presley (2006) Assistant Professor of Music Education
 B.M., M.Ed. Charleston Southern University; Ph.D. University of North
 Carolina /Greensboro
- Jackie A. Puckett (2000) Associate Dean/Director of the Social Work Program
 Associate Professor of Social Work
 B.S., Clinch Valley College; M.S.W., University of Tennessee
- Erin M. Pushman (2001)..... Assistant Professor of English
 Director, Writing Center and Writing in the Disciplines
 B.A., Michigan State University; M.A., University of North Carolina/Charlotte
- Vanessa D. Ragin-Boatright (2000) Social Work Preceptor (Kingstree)
 B.S., Morris College; M.S.W., University of South Carolina
- Dawn S. Ranns (2003) Assistant Professor of Physical Education
 Coordinator of Athletic Training Clinical Education
 B.A. Limestone College; M.A., Furman University
- Mark A. Reger (2008) Professor of English,
 Associate Vice President for Academic Affairs
 B.A., M.A., University of Missouri/St. Louis; Ph.D., University of Missouri/
 Columbia
- Alex B. Richardson (2000) Associate Professor of English,
 Chair, Department of English and Modern Languages
 B.A., M.A., University of South Carolina; Ph.D., University of Southern
 Mississippi
- Barbara Rogers (2006)..... Assistant Professor of Business Administration
 B.A., M.B.A., The Defiance College; Ph.D., Capella University.
- Roy G. Russell (1998)..... Associate Professor of Business Administration and
 Computer Science (Charleston)
 B.S., Cleveland State University; M.B.A., New Hampshire College; D.B.A.,
 Nova Southeastern University
- Bonnie J.W. Sarnoff (2004) Instructor of French & Developmental English
 B.A., Ohio Northern University; M.A., Tulane University.
- Jonathan D. Sarnoff (2003)..... Associate Professor of History;
 College Historian, Chair, Department of History
 B.A., State University of New York at Purchase; M.A., Lehigh University;
 Ph.D., University of Southern Mississippi
- Michael M. Scharff (2006)..... Assistant Professor of Business Administration/
 Management
 B.A., B.S., Citadel; M.B.A., Syracuse University; D.M., University of Phoenix

FACULTY, STAFF, AND ADMINISTRATION

- Steven A. Smith (1987)..... Associate Professor, Technical Services Librarian
B.A., Limestone College; M.L.I.S., University of South Carolina
- Albert F. Spencer (2000)..... Professor of Physical Education
B.S., Slippery Rock State College; M.S., M.S.L.S., Clarion University; Ph.D.,
Florida State University
- R. Gabriel Stoeppler (1992)..... Associate Professor of Business Administration
Chair, Department of Business, Economics, and International Studies
B.A., City University of New York; M.B.A., University of Dallas; M.P.Acc.,
Clemson University; C.P.A., South Carolina
- Carey P. Stoneking (2004) Instructor of Science Education, Chair, Chemistry
Department
B.S., Western Illinois University; M.A.T., State University of New York at
Cortland
- Wenbin Tang (2008)..... Assistant Professor of Business Administration/Finance
B.S., University of Science and Technology; B.A., Renmin Univeristy of China;
M.A., University of Mississippi
- Carole Robinson Taylor (2004)..... Political Science and History Preceptor
B.A., Limestone College; M.A.T., Winthrop University
- Patricia Thackston-Ganner (2006)..... Social Work Preceptor (Greer)
B.A., M.S.W., University of South Carolina; M.A. Universidad DeAntiquia
- David B. Thompson (1993) Professor of Music
B.A., Limestone College; M.M., D.M.A., University of South Carolina
- Thomas J. Thomson (1972) Professor of History; Director, Honors Program
B.A., University of Virginia; M.A., Ph.D., Duke University.
- Jeffrey A. Tipton (2004)..... Criminal Justice Preceptor (Columbia)
B.S., East Carolina University; M.C.J., University of South Carolina; M.Ed.,
University of South Carolina
- Gerald R. Turner (1998)..... Business Administration Preceptor (Charleston)
B.A., University of LaVerne; B.S., University of Maryland; M.A., Pepperdine
University
- Geoffrey VanderPal (1998) Business Administration Preceptor
Extended Campus Program
B.S., Columbia College, Missouri; M.B.A., Webster University; D.B.A., Nova
Southeastern University
- Oscar Vazquez-Melendez (1998)..... Associate Professor of Computer Science
(Extended Campus Program)
B.A., Cameron University; M.P.A., Troy State University; Ed.D., Nova
Southeastern University
- Jane G. Watkins (2005)..... Assistant Professor of Computer Science
B.S., Limestone College; M.A.T., Winthrop College; M.S., Clemson University;
Ph.D., Clemson University
- Kevin L. Wells (2006)..... Business Administration Preceptor (Upstate)
B.S., M.B.A., Clemson University; D.B.A., Argosy University

FACULTY, STAFF, AND ADMINISTRATION

- Marion C. Wicht, Jr. (1989) Professor of Biology;
Chair, Department of Biological, Physical, and Earth Sciences
B.S., North Georgia College; M.S., Clemson University; Ph.D., The Pennsylvania
State University
- Sonya M. Williams (2001) Social Work Preceptor (Greenwood)
B.A., Limestone College; M.S.W., University of South Carolina
- Betsy A. Witt (2006) Associate Professor of Criminal Justice
B.S., M.A., Ph.D., Sam Houston State University
- Randall C. Wolfe (2006) Associate Professor of Psychology;
Chair, Department of Psychology
B.A., St. Andrew's Presbyterian College; M.A., Western Carolina University; Ph.D.,
University of Georgia
- David A. Woods (2003) Professor of Criminal Justice;
Chair, Division of Social and Behavioral Sciences;
Chair, Department of Criminal Justice, Political Science, and Sociology
B.S., M.A., Southwest Texas State University; Ph.D., Sam Houston State
University
- Jerry E. Wright (2003) Assistant Professor of Mathematics;
Chair, Department of Mathematics
A.S., Bluefield College; B.S., East Texas Baptist College; M.A., University of
North Carolina/Charlotte
- Ann Wyatt (1987) Professor of Education;
Chair, Department of Elementary Education
B.A., University of North Carolina/Greensboro; M.A., University of Tennessee;
M.Ed., Clemson University; Ph.D., University of Georgia.

The College also employs adjunct faculty to teach courses at various times.

EMERITI FACULTY

- Catherine Cash (1967-1984, 1993-2004) Assistant Professor Emerita of Biology
B.S., Limestone College; M.A.T., University of North Carolina/Chapel Hill; Sp.Sc.,
Appalachian State University.
- Albert B. Cline (1953-1985) Professor Emeritus of Business and Economics
B.A., Limestone College; C.P.A., South Carolina; D.C.S., Limestone College.
- Nancy E. Derminer (1966-1984) .. Associate Professor Emerita of Foreign Languages
A.B., Limestone College; M.A., University of North Carolina; Certificate for
State Pedagogique, Ecole Practique de l'Alliance Francaise; Certificate de Langue
Francaise, Sorbonne, ParisE. June Foster (1966-1997) Professor Emerita of
English
B.A., Limestone College; M.A.T., Emory University
- Mary H. Mauldin (1987-2008) Assistant Professor Emerita of
Mathematics and Religion;
B.S., M.S., North Carolina State University; M.A., St. Bonaventure University

FACULTY, STAFF, AND ADMINISTRATION

- Bobby G. Moss (1965-1986) Professor Emeritus of History
B.A., Wake Forest College; M.Div., Southern Baptist Theological Seminary;
M.A., University of Virginia; Ph.D., University of St. Andrews, Scotland;
Litt.D., Limestone College., B.S., M.A., Appalachian State University; Ph.D.,
New York University
- Emmie E. Rector (1958-1990)..... Professor Emerita of Health and Physical Education
and Education
B.S., Winthrop University; M.A., George Peabody College for Teachers
- Joginder S. Sandhu (1966-1997)..... Professor Emeritus of English
B.A., B.T., Punjab University, India; M.A. University of Delhi, India; Ed.S.,
Ph.D., George Peabody College for Teachers
- Sara D. Setzer (1969-1999)..... Professor Emerita of Art
B.A. Murray State University; M.F.A., Miami University

ADMINISTRATION AND STAFF

- Donna S. Albert (2004) Student Accounts Coordinator
- Eric Alsop (2003) Head Men's Soccer Coach
B.S., State University of New York at Oswego, M.A.Ed., University of North
Carolina at Pembroke.
- Morna P. Bailey (1972-87, 1990)..... Controller/Bookkeeper
- William H. Baker (1997) Vice President for Institutional Advancement
A.B., Lincoln Memorial University; M.A., Tennessee Technological University;
Ed.D., The University of Tennessee
- Kristopher C. Barnhill (2005) Director of Alumni and Parent Programs
B.S., Clemson University
- Christopher G. Barrett (2005) Assistant Men's Lacrosse Coach
B.S., Limestone College.
- Miriam Beaufort (2005) Test Proctor/Student Services Assistant,
Extended Campus Program (Columbia)
B.A., Clemson University; M.Ed. Clemson University
- Diana L. Bedenbaugh (1996)..... Associate Director of Extended Campus Internet
Program; VA Coordinator
B.A., Limestone College.
- Debra H. Beheler (2005) Assistant Director of Financial Aid for Loans
- Scott D. Berry (1994) Director of Network Services
B.A., Albion College; Ph.D., University of Tennessee
Jonna L. Blackwell-Turner (2003) Web Administrator
Director of Academic Information
B.A., University of South Carolina, Upstate.; M.A., Webster University.
- Dennis L. Bloomer (1981) Senior Associate Athletics Director for Compliance
B.S., Limestone College
- Deborah M. Borders (1998) Administrative Assistant, Athletic Department

FACULTY, STAFF, AND ADMINISTRATION

- Jeanna B. Bowen (2004)..... Coordinator of Instructional Support Services
Extended Campus Program
B.A., Limestone College
- Teresa Bratt (2006) Enrollment Coordinator
Extended Campus Internet Program
B.S., Limestone College
- Matthew L. Bressler (2004)..... Assistant Athletic Trainer
B.S., Appalachian State University; M.S., University of Memphis
- William E. Burnside (2007)..... Assistant Area Coordinator/Military Program
Coordinator, (Extended Campus, Columbia)
B.A., B.S., Limestone College
- Adam Caldwell (2008).....Assistant Mens and Womens Swim Coach
B.S., Limestone College
- Mary B. Campbell (2004)..... College Counselor
B.A., Virginia Intermont College; M.Ed. University of North Carolina
- Rhonda O. Carelock (2004)..... Receptionist/Data Entry Clerk, Registrar's Office
- Michael H. Cerino (1989-2000, 2006)..... Director of Athletics,
Head Men's Lacrosse Coach
B.S., Pfeiffer University; M.A., Gardner-Webb University.
- Justin Cheek (2005) Assistant Athletic Trainer
B.S., Limestone College.
- Sharon C. Chery (2001).....Office Manager, Admissions
B.S., Limestone College.
- Renee H. Clyburn (2000).....Administrative Assistant,
Executive Vice President /Vice President for Academic Affairs
B.S., South Carolina State University
- Donna Cody (2008)..... Administrative Assistant, Associate Vice President
for Academic Affairs
- Timothy S. Conner (2004) I.T. Technician Grade II
A.A., Greenville Technical College; B.S., Limestone College
- Nani Lou S. Cooper (1967)..... Administrative Assistant, Office of the President
- Arthur D. Corbin (2007) Test Proctor, Extended Campus (Charleston)
B.S., State University of New York at New Paltz; M.S., Adelphi University
- April M. Crawford (1998)..... Associate Director of Student Accounts
A.A., Limestone College
- Jerrie Crosby-Jackson (2005) Assistant, Campus Bookstore
- Josh P. Crotzer (2004) Director of Communications
B.S., Wofford College
- Charles J. Cunning (1995) Special Assistant to the President
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of
Iowa
- Kelly F. Curtis (1996) Associate Vice President for Development
B.S., Limestone College

FACULTY, STAFF, AND ADMINISTRATION

- Jeremy DaRin (2007).....Director, Athletic Tutorial Services and
Assistant Men's Lacrosse Coach
B.S., Coastal Carolina
- Andrew S. Delaney (2007)Assistant Men's Lacrosse Coach
B.A., Franklin and Marshall College
- Erin DeSantis (2006).....Assistant Women's Lacrosse Coach
B.S., State University of New York College at Oneonta.
- Melissa DeVore (2006)Assistant Women's Basketball Coach
A.A., Danville Area Community College; B.S., Limestone College
- Lori S. Downey (2005)Administrative Assistant, Admissions
B.S., University of South Carolina, Upstate
- Elizabeth Eichhorn (2007)Assistant Women's Soccer Coach
B.A., Limestone College
- Geoffrey Elkins (2001)Food Service Director
B.S., Appalachian State University
- Takia Epps (2006)Enrollment Coordinator, Extended Campus Program
B.S., University of South Carolina, Upstate; B.S., Limestone College
- Matt Faas (2007)Assistant Women's Lacrosse Coach
B.A., Nazareth College of Rochester
- Lance Farmer (2008).....Assistant Strength and Conditioning Coach
B.S., Eastern Washington University; M.S., Appalachian State University
- Rosalyn Foote (2004).....Enrollment Coordinator/VA Coordinator;
Extended Campus Internet Program
B.S., Limestone College
- Dianne L. Fowler (2002).....Elementary Education Advisor
B.S., Appalachian State University; M.S., Winthrop University
- Corey J. Fox (2002)Head Women's Basketball Coach
B.A., Limestone College
- Julie French (2008)Assistant Swim Coach
B.S., Limestone College
- Karen W. Gainey (1994)Executive Vice President;
Vice President for Academic Affairs
B.A., Clemson University; M.A., California State Polytechnic University,
Ph.D., University of Tulsa
- Jessica D. Goins (2001)Director of Student Services
B.A., Limestone College.
- Trent D. Goodale (2006)Assistant Wrestling Coach
B.A., University of Iowa
- Leah J. Goode (2006).... Sports Information Director, Senior Women's Administrator
B.A., Berry College; M.S., Georgia State University
- William R. Goode (2005).....Associate Athletics Director for
Development and Marketing
B.S., Radford University; M.S., High Point University

FACULTY, STAFF, AND ADMINISTRATION

- Faytara Graham (2007) Resident Director
 B.A., Newberry College
- Sandra B. Green, R.N. (1995)..... College Nurse
 A.D.N., University of South Carolina, Upstate
- Robert T. Greer (2006)..... Assistant Director for Financial Aid
 A.A., University of South Carolina, Union
- Walt Griffin (1992)..... President
 B.A., Loyola College; M.A., Ph.D., University of Cincinnati
- Brenda R. Grigg (2003) Financial Aid Counselor, Extended Campus Program
 B.A., Limestone College
- LaShanta J. Harris (2001) Resident Director
 B.S., Morris College
- Gregory W. Harruff (2004) Coordinator of Faculty Services
 Extended Campus Program
 B.A., M.A., Ohio University
- Brandi P. Hartman (1996) Director of Advancement Services
 B.S., Limestone College; M.B.A., Gardner-Webb University
- Joseph M. Hartzog (2001)..... I.T. Technician Grade I
 B.S., University of South Carolina, Upstate; M.S., Boston University
- Buffie M. Hayes (1998) Administrative Assistant, Office of the Registrar
- Jessica Hayes (2007)..... Financial Aid Counselor
- Matthew Hayes (2002)..... Assistant Men's Baseball Coach
 B.S., Mars Hill College
- Carolyn T. Hayward (1994) Director of the Library
 B.A., University of Florida; M.A.L.S., University of South Florida
- Virginia J. Hickey (1983)..... Associate Director, Student Financial Aid
 B.S., Limestone College
- Christa B. Hines (1995) Administrative Assistant, Office of the Registrar
- Henry P. Hiott (1998)..... Assistant Director of the Social Work Program,
 B.S., College of Charleston; M.S.W., University of South Carolina
- C. R. Horton (1989) Vice President for Information Technology;
 Director of Extended Campus Internet Program
 B.S., Limestone College
- Amanda C. Hoyle (2007)..... Administrative Assistant,
 Office of Institutional Advancement
 A.A., Tri-County Technical College
- Donna P. Hudson (1997)..... Internet Academic Advisor, Business Administration
 Blackboard Services Technician, Extended Campus Program
 B.S., Limestone College
- Ashley Hughes (2007) Assistant Admissions Director/Enrollment Coordinator
 Administrative Assistant, Extended Campus Internet Program
- Pennie D. Hughes (2003)..... Interim Associate Registrar, Office of the Registrar
 A.A., Limestone College

FACULTY, STAFF, AND ADMINISTRATION

- Cindy S. Humphries (2006)Coordinator of Student Accounts
 Forstene W. Johnson (2002)..... Student Services Coordinator/
 Office Manager (Columbia)
 B.S., Morris College; M.Ed., Touro University International
- Karen L. Jones (1998).....Student Accounts Assistant
 B.A., Limestone College
- Marquintus K. Jones (2006)..... Men's Assistant Basketball Coach
 Men's Junior Varsity Basketball Coach
 B.S., Limestone College
- Karen W. Kears (2003)..... Director of PALS Program
 B.A., University of South Carolina/Upstate; M.Ed., Converse College
- Lee S. Keel (1993) Enrollment Coordinator, Registrar's Office
 B.A., Greensboro College
- Lauree Kelly (2007)..... Extended Campus Classroom Area Coordinator (Charleston)
 B.S., Limestone College
- Robert S. Kolodzy (2006)..... Assistant Athletic Trainer
 B.S., Georgia Southern University; M.S., Michigan State University
- Curtis S. Lamb (2005)..... Head Strength and Conditioning Coach
 B.S., Iowa State University; M.S., Central Missouri State University
- Renae E. Lamb (2006)..... Assistant Registrar
 B.S., Iowa State University
- Steven Langer (2008).....Extended Campus Classroom Area Coordinator (Columbia)
 B.A.I.S., University of South Carolina
- Michelle Law (2007)..... Extended Campus Classroom Area Coordinator
 (Florence/Kingstree)
 B.A., Morris College, M.P.A., Troy State University; M.Div. Shaw University
 School of Divinity
- R. Lynn Lawhon (1998)..... Director of the Physical Plant
- J. Randall Lawson (2001)Director of Computer Services/Telecommunications
 B.S., Limestone College; M.I.T. American Intercontinental University
- Ileka L. Leaks (2001)..... Director, Career Services
 B.S., Presbyterian College; M.Ed., Georgia Southern University
- Sidney M. (Doc) Lemmons (2002)..... Head Men's and Women's Golf Coach
- William Lockwood (2007)..... Enrollment Coordinator,
 Extended Campus Internet Program
 B.S., Limestone College
- Timothy A. Loesch (2004)Head Women's Volleyball Coach
 B.S., University of North Carolina/Charlotte
- Anthony "Chico" Lombardo (1992) Head Men's Baseball Coach
 B.S., Francis Marion College
- C. Adam Long (1997) Associate Vice President for Information Technology
 B.S., Limestone College
- Elaine G. Love (2007)..... Administrative Assistant, Social Work Program

FACULTY, STAFF, AND ADMINISTRATION

- Blanche M. Luker (1995)..... Public Services Assistant, Library
 Lauren Mack (2005) Director of Financial Aid
 B.A., Queens University
- Rochelle Maple (2004) Student Services Coordinator/Office Manager,
 Extended Campus Program (Charleston)
 B.S., Voorhees College
- Cathi D. Martin (2007) Financial Aid Counselor
- Jimmy D. Martin (1987) Head Women's Softball Coach Associate
 Athletics Director for Facilities
 B.S., Limestone College
- Rafe Mauran (2008) Assistant Men's Soccer Coach
 B.A., University of the South; M.A., M.S., Springfield College
- J. Lynn McClain (2003) Assistant Director, Admissions
 B.S., Converse College
- Diane F. McCoy (2001) Administrative Assistant, Office of Student Services
- Patti H. McCraw (1997)..... Campus Store Manager/Purchasing Director
- Travis W. McDowell (2004) Assistant Director, Admissions
 B.A., Wofford College
- Ernest G. Meyers (2008)..... Test Proctor/Faculty Secretary
 B.S., Limestone College
- William F. Milone (2008) Admissions Representative
 B.A., Pfeiffer College
- Franklin L. Mitchell (1994) Director of Institutional Research and Effectiveness;
 Affirmative Action Officer; Associate Business Manager
 B.S., Georgia Institute of Technology; M.S.A., George Washington University
- Andrew Molinaro (2007) IT Tech Grade I
 B.S., DeVry University
- Susan Moore (2004)..... Public Service Paralibrarian, Library
 B.A., Coker College
- Dwight H. Noé (2003) Extended Campus Program Assistant Area
 Coordinator (Upstate)
 M.Th., Covenant Theological Seminary
- Mary Jo Noé (1989-1996, 2001)..... Administrative Assistant,
 Extended Campus Program
- Eleanor "Luci" Norris (2002)..... Administrative Assistant, Academic Affairs
 B.S., University of South Florida
- Robert A. Overton (2001) Vice President for Student Services
 B.S., Elon College; M.Ed., University of North Carolina/Greensboro; M.B.A.,
 Shenandoah University
- Kayce Parker (2008) Enrollment Coordinator, Extended Campus
 B.S., Limestone College
- Tana F. Parris (1998)..... Manager, Mail Center
- Zulema L. Patterson (2005) Administrative Assistant; Extended
 Campus Program (Charleston)

FACULTY, STAFF, AND ADMINISTRATION

- Tina E. Pearsall (2004)..... Coordinator of Disability Services
A.A., Santa Fe Community College; B.S., Limestone College
- Christopher N. Phenicie (1993) Vice President for Enrollment Services;
Student Ombudsman
B.A., Limestone College
- E. Renae Phillips (2005) Admissions Representative
B.S., Limestone College
- Joyce L. Phillips (2001) Receptionist
- Katie N. Phillips (2006) Internet Academic Advisor, Extended Campus Program
Blackboard Services Technician
B.S., Limestone College
- Lisa B. Phillips (2004) Assistant, Bookstore and Mail Center
- Jacob Z. Pickett (2008) Assistant Men's Basketball Coach
B.S., Embry-Riddle Aeronautical University
- Jodeana Pirtle (2007) Financial Aid Counselor
B.S., Limestone College
- W. Shawn Poppie (2007) Assistant Women's Basketball;
Coach/Director of Intramurals
B.S., Limestone College
- Katheryne F. Price (2008) Internet Academic Advisor/Blackboard Services
Technician; Extended Campus Program Internet
B.S., Limestone College
- Jackie A. Puckett (2000) Associate Dean/Director of the Social Work Program
B.S., Clinch Valley College; M.S.W., University of Tennessee.
- Erin M. Pushman (2001) Director of the Writing Center;
Director, Writing in the Disciplines
B.A., Michigan State University; M.A., University of North Carolina/Charlotte
- Adam Ranns (2004) Head Athletic Trainer
B.S., Limestone College
- Michael Ranson (2006) Assistant Men's Baseball Coach
B.S., M.Ed., Lynchburg College of Virginia
- Mark A. Reger (2008) Associate Vice President for Academic Affairs,
B.A., M.A., University of Missouri/St. Louis; Ph.D., University of Missouri/
Columbia
- Susan Reynolds (2008) Campus Store Assistant
- David S. Rilling (1986) Vice President for Financial Affairs
B.A., St. Mary's University; M.B.A., Drury University.
- Nancy W. Rilling (1987) Public Services Associate/Archival Custodian, Library
B.S., Central Michigan University
- Randall L. Roark (2006) IT Technician Grade I
A.A., Spartanburg Technical College

FACULTY, STAFF, AND ADMINISTRATION

- Robert E. Rouse (2006)..... Database Technician
B.S., Limestone College
- Sundra C. Sarratt (1979-88, 1990)..... Accounts Payable, Human Resources Assistant
A.A., Spartanburg Community College
- Brandon K. Scott (2006)..... Head Men's Basketball Coach
B.S., Limestone College
- Keith R. Shambaugh (2003)Assistant Director, Advancement Services
B.S., Appalachian State University; M.S., Mississippi State University
- Benjamin C. Shepherd (2005)..... Assistant Men's Soccer Coach
B.A., Limestone College
- Richard E. Simmons (1997)..... Chief, Public Safety
- J. Ron Singleton (2004) College Chaplain and Director of the
Christian Education and Leadership Program
B.A., Furman University; M.Div., Candler School of Theology, Emory
University
- Pamela A. Smith (2007)..... Coordinator of Student Accounts
- Steven A. Smith (1987)..... Technical Services Librarian
B.A., Limestone College; M.L.I.S., University of South Carolina.
- William D. Smith III (2007)Proctor Database Manager/
Assistant Coordinator, Instructional Services
B.A., University of South Carolina
- Patricia L. Sokols (1989) Director, Extended Campus Classroom Program
B.S., Limestone College
- Benjamin Stehura (2004).....Head Men's Wrestling Coach
B.S., Lock Haven University; M.A., Cleveland State University
- Rebecca M. Strycharz (2008) Assistant Athletic Trainer
B.S., Wingate University; M.A. Washington College
- Ronald W. Taylor (1992)..... Extended Campus Program Area Coordinator
(Low Country)
B.A., University of South Carolina; M.A., Webster University
- Tisha L. Thompson (2000).....Director, Corporate and Annual Giving
B.S., Univerisity of South Carolina, Upstate
- Thomas J. Thomson (1972)Director, Honors Program
B.A., University of Virginia; M.A., Ph.D., Duke University
- Scott A. Tucker (2001)..... Head Women's Lacrosse Coach
B.S., State University of New York College at Oswego
- Donald Kevin Tumblin (2007)..... IT Network Technician Grade I
- Keith P. Turner (2007)..... Head Men's and Women's Tennis Coach
B.S., Western Michigan; M.S., Wayne State University
- Michelle Upchurch (2006).....Financial Aid Counselor
A.A., Cleveland Community College; B.S., Gardner-Webb University

FACULTY, STAFF, AND ADMINISTRATION

- Kevin Vees (2004).....Head Men's and Women's Cross Country Coach
B.S., Johnson and Wales University; M.S., California University of
Pennsylvania
- Amanda C. Wall (2008) Admissions Representative
B.S., Limestone College
- Janet S. Ward (1999)..... Web and Circulation Services Assistant/Bookkeeper, Library
A.A., B.S., Limestone College
- Brenda F. Watkins (2000) Registrar; Director of Academic Advising
B.S., Southern Illinois University; M.A., Webster University
- Iuliana A. Watson (2004) Database Technician, Blackboard Service Technician
B.A., B.S., Limestone College
- Tina M. Weaver (2006) Head Women's Soccer Coach
B.S., Western Carolina University; M.B.A., Lakeland College.
- Jilea B. White (2003) Coordinator of Student Accounts
- Erika N. Williams (2005).....Evening Administrative Assistant
Extended Campus (Charleston)
A.A., Miller-Motte Technical College
- Nora E. "Liz" Williams (1999) Director of Student Accounts
B.S., Limestone College
- Diane A. Wilson (1999) Clerk, Business Office
A.A., Gaston College.
- Steven A. Wong (2008) Extended Campus Program Upstate Area Coordinator
B.A., University of South Carolina.
- Pam P. Wylie (1991)..... Assistant Director of Admissions
Extended Campus Program
B.S., Limestone College
- Amy Yates (2006).....Assistant Women's Softball Coach
B.S., Limestone College

Other College Employees

Housekeeping

- | | | |
|------------------------|--------------------------|-----------------------|
| Nancy Dawkins (1984) | Ethel Medley (2002) | Natasha Quiles (2004) |
| Wanda Humphries (1992) | Judy M. Upchurch (2002) | Linda Carlton (2006) |
| James Dorman (1992) | Jessie Mae Worthy (2003) | Wayne Ray (2007) |
| Winnie Smith (2001) | Johnny Davis (2004) | |

Maintenance

- | | | |
|------------------------|--------------------------|------------------------|
| Lewis Bright (1979) | Roger Bridges (2003) | Robert Mullinax (2006) |
| Randy Harvey (1990) | Roderick Harvey (2004) | Craig Hansen (2007) |
| Jackie Stanford (1992) | Logan Richardson (2004) | Nathan Ingram (2007) |
| Glenn Allum (2003) | Marvin L. Burgess (2005) | Lester Jones (2007) |
| David Hansen (2003) | Carl Grigg (2005) | Harold Oglesby (2007) |
| Ronald Harvey (2003) | James Snider (2005) | Danial Rayfield (2007) |

FACULTY, STAFF, AND ADMINISTRATION

Maintenance (continued)

Ken L. Wilson (2003)	Danny Harvey (2006)	Brian Reynolds (2007)
Billy Joe Bridges (2003)	Jesse Davis (2006)	Robert Tate (2007)
Eric J. Hansen (2008)		

Public Safety

Charles Dawkins (1996)	Jonathan Simmons (2001)	Jesse James (2007)
David Richardson (1998)	Sherrie Crosby-Brannon (2000)	Charles Edwards (2007)
Ann Varner (2000)	Paul Maney (2003)	John L. Cornwell (2008)
Jackie Crocker (2001)	John Belwood (2006)	Michael Meloan (2008)

BOARD OF TRUSTEES, LIMESTONE COLLEGE OFFICERS 2008-2009

Lyman W. Hamrick, Chairman	Gaffney, SC
James W. Brown, Vice Chairman.....	Gaffney, SC
Betty T. Clark, Secretary.....	Gaffney, SC
Barry S. Morgan, Treasurer.....	Gaffney, SC

Term Expiring June 30, 2009

Charles S. Burns.....	Gaffney, SC
Carol H. Caggiano	Spartanburg, SC
Mark N. Hammond	Davidsonville, MD
Barry S. Morgan.....	Gaffney, SC
William E. Winter, Jr.....	Gaffney, SC
Donald A. Yager	Pawleys Island, SC

Term Expiring June 30, 2010

C. Dan Adams	Spartanburg, SC
James W. Brown.....	Gaffney, SC
David E. Dorman	Gaffney, SC
Bettye C. Cecil	Pawleys Island, SC
J. Rick Patterson.....	Gaffney, SC
Patricia W. Willis	Lancaster, SC

TERM EXPIRING JUNE 30, 2011

J. Eugene Adams.....	Spartanburg, SC
Betty T. Clark.....	Gaffney, SC
Randy M. Hines	Atlanta, GA
Gail S. Moss.....	Gaffney, SC
William L. Smith.....	Columbia, SC
David E. White.....	Spartanburg, SC

FACULTY, STAFF, AND ADMINISTRATION

TERM EXPIRING JUNE 30, 2012

Anna C. Ball.....	Glen Ellyn, IL
Kenneth R. Couch.....	Spartanburg, SC
Charles F. Hamrick II.....	Gaffney, SC
Drada P. Hoover.....	Atlanta, GA
Caroline E. Moise.....	Atlanta, GA
John B. Travers.....	Gaffney, SC

TERM EXPIRING JUNE 30, 2013

Steven R. Bryant.....	Columbia, SC
Karen B. Channell.....	Alexander City, AL
Sara J. Eddins.....	Lancaster, SC
J. Grady Randolph, Jr.....	Gaffney, SC
Robert R. Turbyfill, Jr.....	Augusta, GA
William C. VanAntwerp.....	Gaffney, SC

LIFE TRUSTEES

O. C. Blackwood.....	Gaffney, SC
Alvin G. Cain.....	Gastonia, NC
Nancy C. Carlisle.....	Spartanburg, SC
Frances L. Childers.....	Gaffney, SC
Faye C. Edwards.....	Gaffney, SC
Jay Hammett.....	Gaffney, SC
Wylie L. Hamrick.....	Gaffney, SC
C. Graham Hopper, Jr.....	Monroe, NC
Margaret P. Littlejohn.....	Spartanburg, SC

ALUMNI PRESIDENT - TERM EXPIRING APRIL 2009

Robin O. Dixon.....	Boiling Springs, SC
---------------------	---------------------

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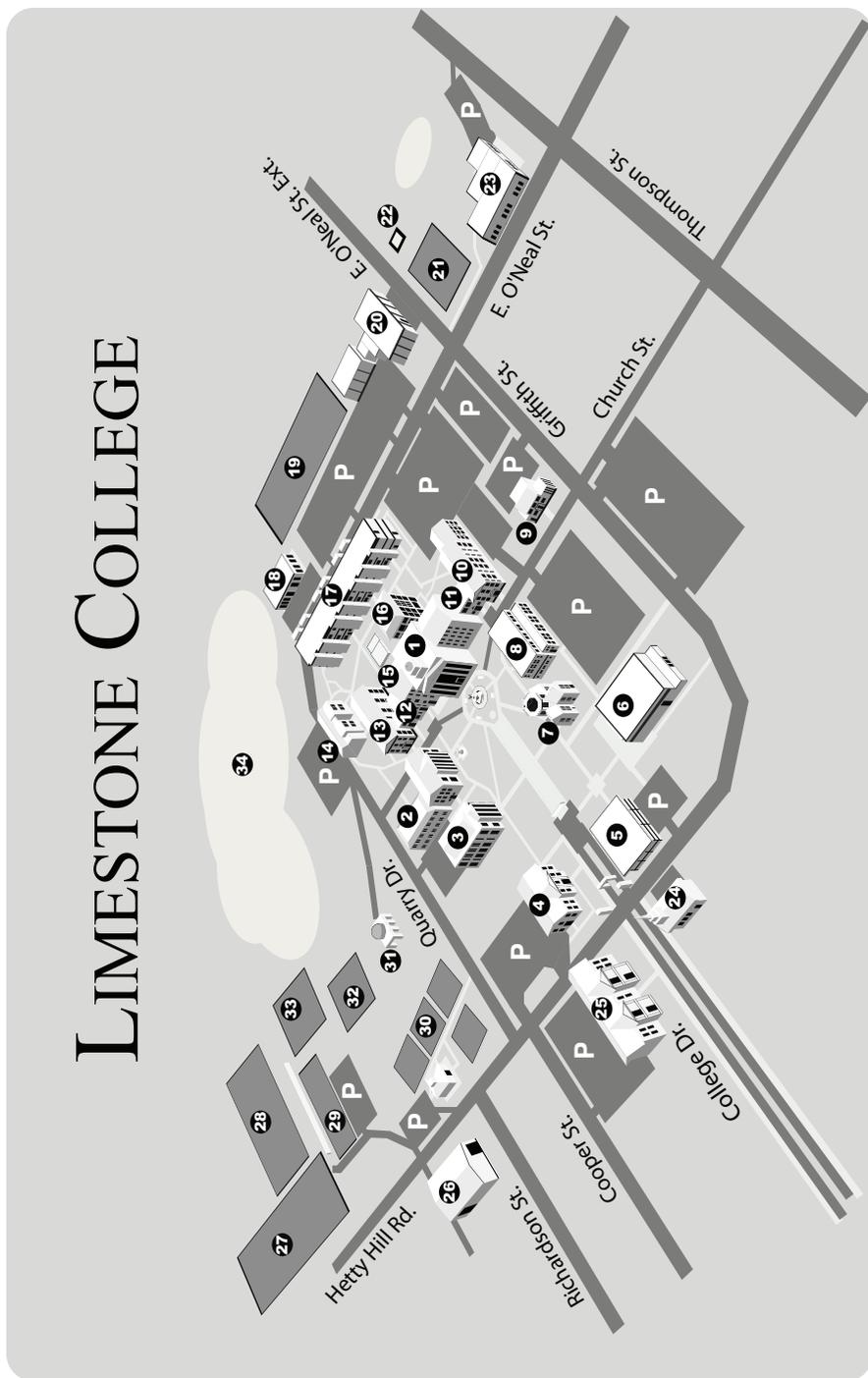
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CAMPUS MAP

LIMESTONE COLLEGE



CAMPUS MAP KEY

- | | |
|--|---|
| 1. Curtis/Cooper Administration Building | 19. Lower Practice Field |
| 2. Hamrick Hall of Science | 20. Timken Center |
| 3. Carroll Fine Arts Building | 21. Waite Hamrick Field |
| 4. Montgomery Building | 22. Limestone Springs |
| 5. A.J. Eastwood Library | 23. Limestone Physical Education Center |
| 6. Fullerton Auditorium | 24. Camp-Swofford Chapel |
| 7. Winnie Davis Hall | 25. Griffith Apartments |
| 8. Granberry Hall | 26. Physical Plant |
| 9. McMillan Hall | 27. Practice Field |
| 10. Eunice Ford Residence Hall | 28. Lacrosse/Soccer Field |
| 11. Admissions | 29. Practice Field |
| 12. Public Safety | 30. Emmie Evans Rector Tennis Center |
| 13. Ebert Residence Hall | 31. Agnew-Thompson Observatory |
| 14. Greer Residence Hall | 32. Softball Field |
| 15. Campus Store | 33. Bob Prevatte Baseball Field |
| 16. Dixie Lodge/Dobson Student Center | 34. Limestone Quarry |
| 17. Fort Residence Hall | |
| 18. Stephenson Hall | P = Parking |

LIMESTONE COLLEGE

ACADEMIC CATALOG



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Gaffney, South Carolina

2008-2009