



Academic Catalog

2013-2014



LIMESTONE COLLEGE



2013-2014 Limestone College
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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. Refer to the website for updated catalog.

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

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 the Limestone College Faculty and Staff Handbook, is on reserve in the A. J. Eastwood Library, and is posted at www.limestone.edu/knowyourrights.

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ACADEMIC CALENDARS

ACADEMIC CALENDARS

Fall Semester, 2013

Extended Campus

July 1/Mon – Aug 23/Fri	Term 4
Aug 26/Mon – Oct 18/Fri	Term 5
Oct 21/Monday – Dec 13/Fri	Term 6
Dec 13 – Friday/4:00 p.m.	Fall Commencement
Dec 14 – Saturday/4:00 p.m.	Fall Commencement

Day Program

Aug 14	Wed/1:00-3:00	New Faculty/Staff Orientation
Aug 15	Thur/8:30-5:00	Full Faculty/Staff Workshop
Aug 16	Fri/1:00-5:00	New Students Arrive & Begin Orientation
Aug 17	Sat-Aug 18/Sun	New Student Orientation & Skills Testing
Aug 19	Mon/8:00-5:00	New Student Advisement & Activities
Aug 19	Mon/8:00 a.m.	Residence Halls Open for Returning Students
Aug 20	Tues/8:00-5:00	Registration & Returning Student Advisement
Aug 21	Wed/8:00 a.m.	Classes Begin
Aug 28	Wednesday	Last Day-Late Enrollment/Course Changes
Aug 29	Thur/9:45 a.m.	Presidential Convocation
Sept. 2	Monday	Labor Day Holiday (No Classes)
Sept. 3	Tues/8:00 a.m.	Classes Resume
Oct 9	Wednesday	Midterm Grades Due
Oct 10/11	Thursday/Friday	Fall Break (No Classes)
Oct 14	Mon/8:00 a.m.	Classes Resume
Nov 27/29	Wednesday/Friday	Thanksgiving Break (No Classes)
Dec 2	Mon/8:00 a.m.	Classes Resume
Dec 3	Tuesday	Last Day of Classes
Dec. 4	Wednesday	Reading Day
Dec 5-11	Thursday/Wednesday	Examinations
Dec 12	Thursday/4:00 p.m.	Fall Commencement (Day Program)
Dec 13	Friday/5:00 p.m.	Residence Halls Close

ACADEMIC CALENDARS

ACADEMIC CALENDARS

Spring Semester, 2014

Extended Campus

Jan 13/Mon – Mar 7/Fri	Term 1
Mar 10/Mon – May 2/Fri	Term 2
May 5/Mon – Jun 27/Fri	Term 3
May 9 – Fri/4:00 p.m.	Commencement
May 10 – Sat/4:00 p.m.	Commencement

Day Program

Jan 12	Sun/8:30-5:00	New Student Orientation & Skills Testing
Jan 13	Mon/8:00 a.m.	Residence Halls Open for Returning Students
Jan 13	Mon/8:30-5:00	Orientation and Advisement
Jan 14	Tues/8:00-5:00	Registration
Jan 15	Wed/8:00 a.m.	Classes Begin
Jan 22	Wednesday	Last Day-Late Enrollment/Course Changes
Mar 7	Friday	Midterm Grades Due
Mar 10-14	Monday-Friday	Spring Break
Mar 17	Mon/8:00 a.m.	Classes Resume
April 18-21	Friday/Monday	Easter Holiday
Apr 22	Tues/8:00 a.m.	Classes Resume
April 29	Tuesday	Last Day of Classes
April 30	Wednesday	Reading Day
May 1-7	Thur-Wed	Examinations
May 8	Thursday/4:00 p.m.	Spring Commencement (Day Program)



ACADEMIC CALENDARS

ACADEMIC CALENDARS

Fall Semester, 2014

Extended Campus

July 1/Tues – Aug 22/Fri	Term 4
Aug 25/Mon – Oct 17/Fri	Term 5
Oct 20/Monday – Dec 12/Fri	Term 6
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/8:00 a.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 27	Wed/10:15 a.m.	Presidential Convocation
Sept. 1	Monday	Labor Day Holiday (No Classes)
Sept. 2	Tues/8:00 a.m.	Classes Resume
Oct. 8	Wednesday	Midterm Grades Due
Oct 9/10	Thursday/Friday	Fall Break (No Classes)
Oct 13	Mon/8:00 a.m.	Classes Resume
Nov 26/28	Wednesday/Friday	Thanksgiving Break (No Classes)
Dec 1	Mon/8:00 a.m.	Classes Resume
Dec 2	Tuesday	Last Day of Classes
Dec. 3	Wednesday	Reading Day
Dec 4-10	Thursday/Wednesday	Examinations
Dec 11	Thursday/4:00 p.m.	Fall Commencement (Day Program)
Dec 12	Friday/5:00 p.m.	Residence Halls Close

ACADEMIC CALENDARS

ACADEMIC CALENDARS

Spring Semester, 2015

Extended Campus

Jan 12/Mon – Mar 6/Fri	Term 1
Mar 9/Mon – May 1/Fri	Term 2
May 4/Mon – Jun 26/Fri	Term 3
May 8 – Fri/4:00 p.m.	Commencement
May 9 – Sat/4:00 p.m.	Commencement

Day Program

Jan 4	Sun/1:00-5:00	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 6	Friday	Midterm Grades Due
Mar 9-13	Monday-Friday	Spring Break
Mar 16	Mon/8:00 a.m.	Classes Resume
April 3-6	Friday/Monday	Easter Holiday
Apr 7	Tues/8:00 a.m.	Classes Resume
April 28	Tuesday	Last Day of Classes
April 29	Wednesday	Reading Day
April 30-May 5	Thur-Wed	Examinations
May 7	Thursday/4:00 p.m.	Spring Commencement (Day Program)

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 Fine Arts, Bachelor of Science, Bachelor of Social Work, Associate of Arts, Associate of Science and Master of Business Administration degree. For more information on the MBA Program, please see the Graduate Program Academic Catalog.

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 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, an Internet Program. In Spring 2005, the two programs were combined into the Extended Campus Program to better serve Limestone's adult students.

Today, Limestone College enrolls approximately 1000 day students and 2500 Extended Campus students at 8 sites in South Carolina and on the Internet. Limestone's total enrollment is approximately 3,500.

Since 1991, Limestone has completed major renovations of ten of its historic campus structures: the Montgomery Building, Ebert Residence Hall, Carroll Fine Arts Building, Hamrick Hall of Science, Greer Residence Hall, Dixie Lodge, Cooper Hall, Eunice Ford Residence Hall, Granberry Art Building, and Winnie Davis Hall of History.

INTRODUCTION

In 2005, Limestone completed a new Physical Education Building containing a fitness center, athletic training education facilities, a wrestling practice area, classrooms, and offices.

In 2010, the College transformed a former elementary school into a state-of-the-art center for Limestone Theatre and Athletics and acquired the former YMCA building, which now houses the Physical Education Department and the campus intramural and recreation center. In early 2011, Limestone completed a new 96-bed residence hall, containing twelve 8-person suites, each with a common living area and kitchen.

In 2013, the College purchased two apartment complexes adjacent to the campus to provide additional housing for upperclass students.

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 25,000. 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 and as a means by which each student may reach his or her potential.

Limestone College values excellent teaching and supportive student-faculty interaction, encourages faculty to promote active learning in face-to-face and Internet classrooms, and seeks to cultivate the intellectual curiosity of each member of the College community. Because our society presents continuing challenges to values, students are encouraged to cultivate respect for other individuals and cultures. Limestone College is a diverse community of women and men of different races, religions, geographic origins, socioeconomic backgrounds, personal characteristics, and interests. It 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

INTRODUCTION

of the highest quality. The College respects each student's religious liberty and provides an environment consistent with the institution's non-denominational Christian heritage.

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 and knowledge 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 areas.

STATEMENT OF PURPOSE

The major functions of the College are to:

- Offer undergraduate and graduate 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.

INTRODUCTION

- 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, use and understanding of technology.

General Statement

Those individuals who will become tomorrow's leaders, who will render meaningful service, and who will enjoy professional fulfillment 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.

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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;
- 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;

INTRODUCTION

- 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.

Student Learning Outcomes

After completing the general education requirements at Limestone College, a student will be able to:

- Demonstrate critical thinking through analyzing, evaluation, and synthesizing diverse perspectives.
- Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion.
- Comprehend, demonstrate, or articulate the value inherent in a literary creation.
- Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation.
- Use historical perspectives to analyze past events; and use social, political, global, or cultural perspectives from study in the social sciences or foreign languages to analyze present day issues, and forces shaping the future.
- Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems.
- Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles and appropriate information technologies into the student's field of study.
- Develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness.
- Demonstrate an understanding of the role of values and ethics in decision making.

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 including quick access to over 12 million titles within South Carolina.

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 library provides wireless internet access, 8 computer stations, and 18 laptops that can be checked out for 2 hours at a time for in-house use only. The entire library collection of over 180,000 items includes books in print format, electronic books, electronic videos, audiocassettes, CDs, DVDs, etc. The library also subscribes to 197 print periodicals, and provides access to 95 online research databases. In addition, a curriculum materials laboratory is part of the library, supporting the teacher education program.

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Main access to the library information and online resources is through the library's website (<http://www.limestone.edu/library>). The site includes links to the online catalog, electronic book collections, research guides, library policies, tutorials, forms for library loans, and various ways to contact the library staff for help.

ACCREDITATION AND MEMBERSHIPS

Limestone is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's 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. Normal inquiries about the institution, such as admission requirements, financial aid, and educational programs should be addressed directly to 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 and the National Council for Accreditation of Teacher Education (NCATE). The Social Work Program is accredited by the Council on Social Work Education. The Athletic Training Education Program 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).

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

"Toward the Light"

ADMISSIONS INFORMATION

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 Diploma (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.

NOTICE OF NON-DISCRIMINATION

Limestone College provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, veteran status or genetic information. These equal opportunity provisions include, but are not limited to admissions, employment, financial aid and student services.

Limestone College prohibits sex discrimination and sexual harassment, including sexual violence.

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 restrooms accessible to individuals with disabilities 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 disabilities, both through the Accessibility office, which assists with accommodations at no additional charge, and through the Program for Alternative Learning Styles.

The following person has been designated to handle inquiries regarding the American with Disabilities Act, the Rehabilitation Act, and related statutes and regulations:

Director of Accessibility
Limestone College
1115 College Drive, Fort D
Gaffney, SC 29340
864-488-8245

The following person has been designated to handle inquiries regarding non-discrimination policies and to serve as the overall coordinator for purposes of Title IX compliance:

Director of Human Resources
Limestone College
1115 College Drive, Curtis 204
Gaffney, SC 29340
864-488-4473

For more information about Limestone College's policies which are in accordance with Title IX, policies prohibiting discrimination and sexual harassment, and for a description of grievance procedures, please visit www.limestone.edu/knowyourrights.

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.
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, ID 301). 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. The maximum transfer hours accepted toward a baccalaureate degree is 92; the maximum transfer hours accepted toward an associate degree is 46. 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 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 Dean 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. International student transcripts (foreign transcripts) must be academically translated by World Education Services (www.wes.org) or an approved accredited service for transfer evaluation. 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.

Students who have Disabilities

Students who have disabilities are encouraged to apply at Limestone College through the regular admissions process. If desired, these students may seek accommodations through the Accessibility office, and/or the more comprehensive Program for Alterna-

tive Learning Styles (PALS – described in detail in the Special Programs Section of this catalog). SAT/ACT requirements may be waived for students who are approved by the PALS Admissions Committee and who agree to participate in PALS. Accommodations through Accessibility are provided at no additional charge. Comprehensive services through PALS require an additional fee. For additional information, please contact Accessibility at 864/488-8377, or by email – accessibility@limestone.edu.

Early Admissions

In cases of unusual merit and exceptional maturity, and upon recommendation of a secondary school official, a student may be considered for admission into a degree program. Students should follow the process outlined for freshman 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.

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 are not eligible for any federal, state, or institutional financial aid. 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.

Dual Enrollment

The Dual Enrollment program is intended to complement the high school experience and to provide personal enrichment by allowing students to begin exploring new subject areas and earn college credit. These courses may or may not be used to satisfy high school graduation requirements. High School students with a 3.0 or better grade point average (on a 4.0 scale) may seek admission to the dual enrollment program once they have completed their junior year of high school, have a signed recommendation from their guidance counselor or designated school official, completed a dual enrollment application form, and have met the required score on placement tests for Limestone College. These criteria are in compliance with the policies of the South Carolina Commission on Higher Education .

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 but 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 90 days from the start of their first class or until the end of the semester in which they first enroll, whichever comes first, to provide all official transcripts.
5. If a student's official transcripts are not submitted within 90 days, 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 2013-2014

	DUE FOR FALL REGISTRATION (Aug.-Dec.)	DUE FOR SPRING REGISTRATION (Jan.-April)
Tuition		
(Maximum 18 s.h.)	\$11,040.00	\$11,040.00
Room	\$1,950.00	\$1,950.00
Board	\$1,950.00	\$1,950.00

Day Program

Students who enroll in fewer than 12 semester hours are classified as part-time students. Part-time students pay \$920.00 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 18 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 Associate Vice President for Academic Affairs. Normal overload charges will apply.

Extended Campus students who are approved for enrollment in daytime courses will pay \$920.00 per credit hour, as any other part-time student.

Extended Campus Classroom Program

Beginning July 1, 2013 (Session 4)

The tuition and fee costs for the 2013-2014 academic year for the Extended Campus Classroom are:

One (1) credit hour course	\$336.00
Three (3) credit hour course.....	\$1,008.00
Four (4) credit hour course	\$1,344.00

Military Rates:

One (1) credit hour course	\$168.00
Three (3) credit hour course.....	\$504.00
Four (4) credit hour course	\$672.00

Extended Campus Internet Programs

Extended Campus Courses

One (1) credit hour course	\$376.00
Three (3) credit hours	\$1,128.00
Four (4) credit hour.....	\$1,504.00

Military Rates:

One (1) credit hour course	\$208.00
Three (3) credit hour course	\$624.00
Four (4) credit hour course	\$832.00

Directed Study Courses (3) credit hours	\$1,128.00
Coordinated Study Courses (3) credit hours.....	\$1,128.00

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 per semester	\$25.00/instrument

Laboratory Fees

Art 100	\$40.00
Art 101, 102, 103, 120, 200, 201, 202, 203, 208, 210, 211, 213, 220, 303, 305, 320, 403, 440, and 470 (Printmaking, Weaving, Ceramics, Photography, and Crafts)	\$100.00/course
Athletic Training 180	\$60.00
Athletic Training 188	\$60.00
Athletic Training 201	\$60.00
Athletic Training 388	\$25.00
Athletic Training 452	\$60.00
Biology (all courses up to Biology 282)	\$50.00
Biology (all courses above the level of Biology 282).....	\$75.00
Business Administration 452	\$25.00
Chemistry 105, 110 and 111.....	\$50.00 per semester
Chemistry 201, 303, 304, 401, 402, and 404	\$75.00 per semester
Computer Lab (classes held in computer lab).....	\$35.00
Education 200	\$25.00/course
Interdisciplinary 355	\$25.00
Music 320.....	\$25.00/course
Physical Education (All Physical Education Activity Courses, except for PE 159 and PE 170, will have a lab fee of \$10)	
Physical Education 159.....	\$50.00

FINANCIAL INFORMATION

Physical Education 202.....	\$45.00
Physical Education 210.....	\$10.00
Physical Education 217.....	\$10.00
Physical Education 218.....	\$10.00
Physical Education 219.....	\$10.00
Physical Education 302.....	\$10.00
Physical Education 307/Biology 311.....	\$25.00
Physics 201, 202, 301, and 302.....	\$40.00

Other Fees/Deposits

Application for Admission (Good for 18 months).....	\$25.00
Automobile Registration Permit	\$15.00
Coordinated Study Fee (Day Students).....	\$120.00/course
Diploma/Graduation Fee (includes diploma, diploma cover, cap and gown, and application fee) nonrefundable	\$125.00
Extended Campus Processing Fee (Day Students).....	\$120.00/course
Internship Fee.....	Variable
Late Course Change.....	\$10.00
Late Enrollment, Student Teaching.....	\$25.00
Late Graduation Application/Degree Audit Fee.....	\$100.00
(nonrefundable)	
Lost or Damaged College ID Card Replacement Fee.....	\$10.00 (first one free)
PALS Program.....	Variable
Private Room Fee.....	\$500.00/semester
Faculty/Staff Tuition Remission Fee.....	\$25.00/semester
Teacher Cadets	\$30.00
Transcript Fee.....	\$13.00

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, 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.

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 and LC Portal.

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 per semester, Extended Campus students who have a credit balance on their accounts will be issued a refund.

Day Program: Day program student credit balances will be disbursed two times each month. Charges are entered on student accounts each semester after the drop/add period. Subsequently, payments received are entered on student accounts as funds are received from all sources - loans, grants, paid scholarships.

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 and LC Portal. Students are now issued a HigherOne refund card which must be activated once received. New students are issued a HigherOne card after the first class charge is posted to their account.

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 and diplomas are not issued unless all charges are paid in full.

Limestone College reserves the right to report a delinquent account to a third party collection agency. There may be additional fees due to this process.

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 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 for 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 \$2300.00 scholarships to Extended Campus students. Students desiring to request this scholarship must write a letter to the Scholarship Committee stating why they should be awarded the scholarship. The Extended Campus scholarships are need based, and require a grade point average of 3.25.

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 South Carolina residents 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, 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.

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	Nine hours
15	Eleven 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 meets the criteria for satisfactory progress. If the student fails to achieve good academic standing, 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
- 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.

TYPES OF FINANCIAL ASSISTANCE

Federal Financial Aid

Federal financial aid includes the Federal Pell Grant, Federal Supplemental Educational Opportunity 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.

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. Students who fail to enroll full time during the Fall semester forfeit their eligibility for the entire award year. Extended Campus students must be enrolled in two Term 5 classes (can be Classroom; Internet or a combination of one Classroom and one Internet). Students who do not enroll as above stated forfeit the SC Tuition Grant for the award year. Extended Campus students must be enrolled in two consecutive classes to qualify for the SC Tuition Grant. Eligible students must be enrolled in 12 hours each semester. SC Tuition Grant does not give funding for classes taken in June or July. To be eligible to receive the full amount of SC Tuition Grant in the Fall Extended Campus students must be enrolled in two Term 5 courses and two Term 6 courses. To be eligible to receive the full amount of SC Tuition Grant for the Spring Extended Campus students must be enrolled in two Term 1 courses and two Term 2 courses. Students receiving 100% of tuition paid by another entity are not eligible for the SC Tuition Grant. To be eligible to receive SC Tuition Grant funds, students must complete a certification statement each year before November 15th. South Carolina Tuition Grant funds in the spring semester will be split into two disbursements per the new South Carolina Tuition Grant Regulation.

Legislative Incentives for Future Excellence (LIFE) Scholarship is funded by the state and awarded to academically eligible South Carolina residents who

graduated from a South Carolina High School. **Students must meet 2 of the 3 following criteria:** **1)** Cumulative GPA of 3.0 based on the SC Uniform Grading 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. Remedial / Developmental courses do not count toward LIFE eligibility.

LIFE Enhancement is funded by the state and awarded to academically eligible South Carolina residents that enrolled in an approved Math or Science major. Students must be LIFE eligible. Life Enhancement is awarded in the sophomore, junior and senior year contingent on the student enrolling in 14 credit hours of math/science in the freshman year.

LIFE Scholarship has a four year window of eligibility. Students can only receive LIFE for four years from their first college enrollment date at any institution.

South Carolina HOPE Scholarship is awarded to South Carolina residents who graduated from a South Carolina High School and have a minimum high school GPA of 3.0 but do not meet the requirements for SC Life Scholarship.

Palmetto Fellows Scholarship is awarded to South Carolina residents who graduated from a South Carolina high school and 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. Palmetto Fellows Enhancement is funded by the state and awarded to academically eligible South Carolina residents that has enrolled in an approved Math or Science major. Students must be Palmetto Fellows eligible. Palmetto Fellows Enhancement is awarded in the sophomore, junior and senior year contingent on the student enrolling in 14 credit hours of math/science in the freshman year.

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).

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.

William D. Ford Federal Direct Loan Program is designed to help students and their families meet college cost. These loans are available to students and their parents. The following loans are included in this program.

Federal Direct Stafford Loans are student loans with repayment deferred until the student separates college or drops below half time status.

Federal Direct Plus Loans are loans available to parents of dependent students. Applications for all of the above loans are available online at <www.studentloans.gov>. Repayment and deferment guidelines are included in the Entrance Loan Counseling.

Entrance Loan Counseling is required of each student who borrows Federal Direct Stafford Loans. Counseling must be completed before loans are disbursed. Students may access the counseling session at <www.studentloans.gov>.

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.

Exit Loan Counseling is required by the Federal Government for all Student loan borrowers. This must be completed at the time of separation from the college or prior to graduation. Graduating students will not receive their diplomas or transcripts until Exit Counseling has been completed. The Exit Counseling interview can be accessed at www.studentloans.gov.

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).

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 Work-Study Programs are only offered to Traditional Day Students.

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 25). 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.

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 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

FINANCIAL AID AND SCHOLARSHIPS

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

Athletic Grants

Athletic Grants are awarded to traditional Day 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. In some circumstances, awards may be extended to MBA students.

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.

FINANCIAL AID AND SCHOLARSHIPS

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 Lilly Palmer Biscoe Endowed Scholarship – Funded by a charitable bequest from Lilly Palmer Biscoe, this scholarship was established in 2011. The fund shall provide assistance to a student with 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 Walter Eugene (Gene) Brown Memorial Endowed Scholarship Fund– Family members and friends established this endowed fund as a permanent memorial to Gene Brown. The scholarship will be available to award in the 2010-2011 academic year to incoming freshmen who earned a minimum GPA of 3.0 in high school. Special consideration shall be given to Brown family descendants and Brown Packing employees and their children meeting the criteria. Consideration for residents of Cherokee County may be given also. The scholarship will be renewable if the recipient remains in good academic standing.

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

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.

Ruth Gaffney Cadieu '27 Memorial Scholarship- This fund was established in 2012 by Charles Cadieu in memory of his mother, Ruth Gaffney Cadieu, an alumna of Limestone. An annual scholarship will be made each year to a current student or incoming freshman that is enrolled fulltime from Cherokee County and is majoring in History or Elementary Education major.

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.

FINANCIAL AID AND SCHOLARSHIPS

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 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. Cuning Memorial Scholarship - This fund was established in 2002 by Dr. Charles J. Cuning and his sons in memory of Barbara R. Cuning. 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.

FINANCIAL AID AND SCHOLARSHIPS

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 Executive Saint Scholarship - This scholarship was first awarded in the spring of 2013. It is awarded to the top student meeting the requirements in ID110.

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 Eva June Foster Memorial Endowed Scholarship Fund - Eva June Foster, an alumna of the class of 1955 and the College's first Montague McMillan Professor of English, established this fund in 1981 as a pooled scholarship fund. Gifts added to the fund over the years provided enough principal to endow the fund in 2003. The scholarship is awarded each year to a student majoring in an area of the performing arts; with first preference being given to a music major who has demonstrated his or her musical ability and whose grade are indicative of success at Limestone. The recipient should have a minimum GPA of 3.25 at the time of the scholarship award.

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 Lemuel Clingman Greene, Sr. Annual Scholarship - This fund was established in 1992 by Ezma Greene Martin, in remembrance and honor of her father, the late Lemuel Clingman Greene, Sr. First preference for this scholarship shall be to a family member. If no family member is attending Limestone, the award can be given to another individual. The individual needs to demonstrate potential for service in church and community, who shows academic promise and who is exemplary in conduct.

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 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 Mary Elizabeth Hartzog Hamrick Endowed Scholarship Fund – The scholarship fund was initiated in 1989 by friends of Mary Elizabeth Hartzog Hamrick as a memorial for her service to Limestone as a devoted alumna and friend of the College. The scholarship will be available to award in the 2010-2011 academic year to an incoming freshman who earned a minimum GPA of 3.0 and graduated from Gaffney High School. Special consideration for residents of Cherokee County may be given also. The scholarship will be renewable if the recipient remains in good academic standing.

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 Lois Daniels Horton Endowed Scholarship Fund – This fund was created by C. R. Horton in honor of his mother, Lois Daniels Horton. The scholarship is available to Horton descendants or Extended Campus Internet students. To qualify, students must be enrolled full-time, must maintain a 3.0 GPA, and must remain in good academic standing. Students must reapply for this scholarship each academic year.

Carrie Gaffney Hughes '27 Memorial Scholarship- This fund was established in 2012 by Charles Cadieu in memory of his aunt, Carrie Gaffney Hughes, an alumna of Limestone. An annual scholarship will be made each year to a current student or incoming freshman that is enrolled fulltime from Cherokee County and is majoring in History or Elementary Education major.

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 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.

FINANCIAL AID AND SCHOLARSHIPS

The Nancy Spencer Mathis Christian Education Endowed Scholarship Fund – This scholarship was given in honor of Nancy Spencer Mathis by her husband, Roy Mathis. The endowed fund will provide a scholarship annually to a student involved in the Christian Education and Leadership Program.

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 - Dorthy 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 Victoria Mell Newton Endowed Scholarship – The scholarship was established through a charitable bequest by Ralph Newton Wilcox, nephew of Victoria Mell Newton, Class of 1936. The scholarship will be awarded to a student annually involved in the Christian Education and Leadership Program.

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.

FINANCIAL AID AND SCHOLARSHIPS

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.

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.

J M Smith Foundation Endowed Scholarship Fund - Established in December 2008 by the J M Smith Foundation and available for award for the 2010-2011 academic year. The scholarship will support the academic program at Limestone College. To be eligible, students must be enrolled full-time in the traditional day program; and must have declared a major in the Computer Science and Information Technology field with a minimum 3.0 GPA. The scholarship may be renewed as long as the student remains in good academic standing.

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 Mary Hempleman Simpson Endowed Scholarship Fund - This scholarship fund was originally established in 1982 as a pooled fund scholarship by the Limestone College faculty and friends to honor Mary Hempleman Simpson upon her retirement from full-time teaching. Mrs. Simpson was Associate Professor of Music Education at Limestone College from September 1962 until May 1982. The scholarship was recently endowed through a bequest to the College. The scholarship will be available to award in the 2010-2011 academic year to a qualified music major who has been admitted to the College.

The Mary Hilley Sizemore Endowed Scholarship Fund - The family of Mary Emma Hilley Sizemore established an endowed scholarship in honor of her 90th birthday and her life. Mrs. Sizemore was unable to complete her education at Limestone due to the effects of the Great Depression. Although she was unable to return to finish her degree, she maintained a deep love for and commitment to Limestone College. The scholarship will provide financial assistance to qualified, currently enrolled students whose needs are not met by financial aid and are in circumstances that otherwise might prevent them from completing their college education.

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 Ann Chafee Turbyfill Memorial Scholarship - Established in 2010 by Robert R. Turbyfill, Jr., in memory of his wife, this scholarship is available to students majoring in theatre with financial need. If there are no students that meet the requirements, the scholarship may be awarded to a student majoring in the fine arts with financial need.

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 Patricia Williams Willis Endowed Scholarship - This fund was established in May 2010 by Dr. John Willis in honor of his wife, Pat Williams Willis, Class of 1955. Mrs. Willis is a loyal and dedicated alumna of Limestone College. The scholarship provides assistance to a student who exemplifies academic merit and financial need as discerned by the scholarship committee.

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-four \$2300 scholarships will be awarded to the Extended Campus students divided by areas based on enrollment:
 - a. Upstate - Gaffney, Greer
 - 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 Scholarship Committee demonstrating merit and financial need. The mailing address is:
Financial Aid Office
Limestone College,
1115 College Drive
Gaffney, SC 29340
Email is bgreer@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 3.25 or above.
4. The scholarship will be given to students enrolled full-time (12 semester hours and annually for 24 hours) each semester. A credit of \$1,150 will be applied to the fall semester and the spring semester of the student's account after 12 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.opec.edu/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 included in 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 and the Campus Nurse will assist students in coordinating their care, which may include being to a local doctor, or, if the illness is serious, to the local hospital or being sent home to recover. 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 Limestone Activity Board and the Student Government Association plan and promote campus events and special activities.

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 Walt Griffin Physical Education Center and the Timken East fitness facilities are open to all faculty, staff, and students.

Organized sports exist on an intramural and intercollegiate basis. Limestone participates in intercollegiate cross country (women and men), volleyball (women and men), 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), field hockey. 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)
- Athletic Training Student Organization
- * Criminal Justice Student Organization
- * Christian Education and Leadership Program
- Chi Alpha Sigma (National Athletic Academic Honor Society)
- * Fellowship of Christian Athletes
- International Business Club
- 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
- Phi Alpha/Rho Iota Honor Society (Social Work)
- * Psychology Club
- * Saints Athletic Training Association

- Science Club
- 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. For more information about Limestone College's policies which are in accordance with Title IX, policies prohibiting discrimination and sexual harassment, and for a description of grievance procedures, please visit www.limestone.edu/knowyourrights.

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.
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.

INTERNET FORUMS

The material that students in Internet classes may access online in chat rooms, bulletin boards, or unofficial web pages are not officially sponsored by Limestone College. The United States Constitution's rights of free speech apply to all members of our community regardless of the medium used. Limestone College disclaims all liability for data, information or opinions expressed in these forums.

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 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

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 Writing Intensive Courses, 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.

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. Students 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, 091 and Mathematics 092, 093 count as 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.

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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 college-level mathematics course until the proficiency courses are successfully completed.

All Extended Campus students must take Mathematics 093 as a prerequisite to Mathematics 115 and 116, 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. Students are required to be continually enrolled in developmental mathematics until this requirement is met. (Note: Students achieving an SAT score of 550 on the Quantitative Skills section or equivalent ACT score are not required to take the College Quantitative Skills placement exam.)

II. Achieving Writing Excellence (AWE) Writing Intensive Courses

The AWE Program aims to build a community of college writers who are equipped to communicate professionally within their chosen disciplines. Through the AWE Program, Limestone faculty incorporates writing into the instructional format of a course. These writing intensive courses are called AWE courses. An AWE course integrates informal, formal, and reflective writing and approaches writing as a process. Writing is an integral part of the learning process in AWE courses; through this process of writing and learning, students develop professional written communication skills. Students pursuing a baccalaureate degree must complete five AWE courses (15 credit hours) to complete the AWE writing intensive portion of the General Education requirement. Students pursuing an associate degree must complete three AWE courses (9 credit hours) to complete the AWE writing intensive portion of the General Education requirement. Students who transfer to Limestone with AA or AS degrees from regionally accredited colleges or universities will have satisfied all General Education AWE writing intensive requirements. All transfer students are required to complete at least one AWE Course in the major. Courses which are AWE courses are identified by a "W" in the course number.

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

GENERAL EDUCATION REQUIREMENTS

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 the critical thinking requirement (6 credit hours) and a minimum of 33 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.

A student is required to fulfill the general education requirements which are in effect at the time of his/her initial enrollment as a degree seeking student. If a student returns to Limestone College after being unenrolled for a period of 36 months, the student must complete the general education requirements in effect when he/she reenrolls.

Competency in Critical Thinking

All students seeking a baccalaureate degree at Limestone College must achieve competence in critical thinking. Students are expected to demonstrate critical thinking through analyzing, evaluating, and synthesizing diverse perspectives. When a student transfers into Limestone College with an Associate of Arts or Associate of Science degree from another regionally accredited college or university, this critical thinking requirement is not waived along with general education requirements. Students who successfully complete the following courses will satisfy the critical thinking requirement for baccalaureate students. Two courses are required: ID 100 or ID 201; and ID 301.



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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 the critical thinking requirement (3 credit hours) and a minimum of 33 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.

Competency in Critical Thinking

All students seeking an associate degree at Limestone College must achieve competence in critical thinking. Students are expected to demonstrate critical thinking through analyzing, evaluating, and synthesizing diverse perspectives. When a student transfers into Limestone College with an Associate of Arts or Associate of Science degree from another regionally accredited college or university, this critical thinking requirement is not waived along with general education requirements. Students who successfully complete the following courses will satisfy the critical thinking requirement for students seeking an associate degree: ID 100 or ID 201.

C. General Education Student Learning Outcomes (SLO) and Required Courses for Baccalaureate and Associate Degrees

- Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required) EN 101 and 102 (or 103); and 105. If 103 is taken, 103 and 105 are required
- Comprehend, demonstrate, or articulate the value inherent in a literary creation. (3 hours required). One course selected from: EN 201, 202, 203, 204, 205, 206, 220, 311
- Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required) AR 101, 102, 103, 200, 202, 208, 210, 211, 213, and 240; MU 100, 101, 104, 105, 205, any ME course; PE 135, 136, 137, 138; TH 101, 102, 103, 201, 202, 204
- Use historical perspectives to analyze past events; and use social, political, global, or cultural perspectives from study in the social sciences or foreign

GENERAL EDUCATION REQUIREMENTS

languages to analyze present day issues, and forces shaping the future.(6 hours required)One course selected from: HI 110, 111, 112, 113, 214. Another course selected from: BA 103; EC 204, 211, EC/HI 350; HI 110, 111, 112, 113, 214, 303, 310, 311, 312, 321, 325, 334, 338, 341, 344, 345, 346; HC 311; IS 150; PO 242, 243, 341, 342; any foreign language; SO 201, PS 101, SW 299 (Introduction to the Helping Professions), CJ201

- Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems. (3 hours required). One course selected from: MA 110, 115, 116, 122, 150, 200, 205
- Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles and appropriate information technologies into the student's field of study. (7 hours required). One lab science (4 hours) and one computer science (100-level and above) (3 hours)
- Develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness. (2 hours required). At least 2 semester hours from the following list: Any 1 hour PE activity course; PE 201, 202, 210, 287; PS 105, 202, 204; SW 206.
- Demonstrate an understanding of the role of values and ethics in decision making. (3 hours required). One course selected from the following list: RE 202, 203, 205, 210, 221, 222, 225, 301; PL 201, 210, 211, 310; CJ 325; HI 309; SW 230



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 ETS Proficiency Profile (formerly 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 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 092 or satisfactory completion of the College Quantitative Skills placement examination).

Note: Students who achieve proficiency on all parts of the ETS Proficiency Profile 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.

- A. After completion of 60 credit hours, each student is required to take the general education assessment examination which is administered in ID 301. (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 online and must be submitted to the Registrar's Office.

VII. Limestone College Graduation Process

Limestone College holds graduation in May and December. A student may apply for graduation up to a year in advance. If a student is working toward an Associate's degree, he or she should apply for graduation after earning 50 semester hours. For a Bachelor's degree, the student should apply after earning 110 hours or at the recommendation of his/her academic advisor.

The graduation form can be found at <http://www.limestone.edu/registrar-forms/graduation-application>. The second page of the graduation form is an order form for cap and gown; it needs to be completed as well. Once the form is submitted, the registrar will review all course requirements for that student. After the review, the registrar will issue a letter of missing requirements along with a copy of the student degree audit. The letter will also show the graduation day that the student has been assigned.

A graduation fee of \$125, which includes application, cap/gown/tassel, diploma with cover and one official transcript, will be assessed to all students who have applied for the upcoming graduation. The deadline for May graduation is February 15th; for December, it is October 1st. Applications will be accepted after these

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dates, up to one month prior to graduation, but late applications will incur a \$100 non-refundable late fee, for a total fee of \$225. If for any reason, a student does not complete his or her requirements for the assigned graduation, the application may be transferred to the next ceremony without additional fees. A student's application may be transferred only one time. After that, the student must reapply and pay a \$35 fee to cover the cost of an updated diploma.

VIII. 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.

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.

IX. 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 five divisions: Division of Arts and Letters, Division of Education and Physical Education, 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.

MAJOR/CONCENTRATION	DEGREE
<u>Art</u> (p. 84)	
Studio Art	B.A.
Studio Art/Graphic Design	B.A.
<u>Biology</u> (p. 112)	
Biology/Cellular and Molecular	B.S.
Biology/General	B.S.
Biology/Organismal	B.S.
Biology/Pre - Professional	B.S.
<u>Business</u> (p. 120)	
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/Finance	B.S.
Business Administration/General Business	B.S.
Business Administration/Management	B.S.
Business Administration/Marketing	B.S.
Business Administration/General Business	A.A.
<u>Chemistry</u> (p. 114)	
Chemistry	B.S.
<u>Computer Science and Information Technology</u> (p. 115)	
Computer Science/Programming	A.S., B.S.
Computer Science/Computer and Information Systems Security	B.S.
Computer Science/Internet Management - Database	A.S., B.S.
Computer Science/Internet Management - EBusiness	A.S., B.S.
Computer Science/Internet Management - Web Development	A.S., B.S.
Computer Science /Information Technology	A.S., B.S.
<u>Criminal Justice</u> (p. 126)	
Criminal Justice	B.A.
<u>Early Childhood Education</u> (p. 98)	
Early Childhood Education	B.A.
<u>Elementary Education</u> (p. 101)	
Elementary Education (Grades 2-6)	B.A.

MAJOR/CONCENTRATION	DEGREE
<u>English</u> (p. 85)	
English	B.A.
English Education (Grades 9-12)	B.A.
English/Theatre	B.A.
English/Writing Concentration	B.A.
<u>Health Care Administration</u> (p. 124)	
Health Care Administration	B.S.
<u>History</u> (p. 87)	
History	B.A.
History/Pre-Law	B.A.
<u>Human Resource Management</u> (p. 124)	
Human Resource Management	B.S.
Human Resource Management/Training and Development	B.S.
<u>Liberal Studies*</u> (p. 88)	
Liberal Studies	B.A.
Liberal Studies	B.S.
Liberal Studies	A.A.
<u>Mathematics</u> (p. 118)	
Mathematics	B.S.
Mathematics Education (Grades 9-12)	B.S.
<u>Music</u> (p. 88)	
Music	B.A.
Music/Jazz	B.A.
Music Education (Grades K-12)	B.A.
<u>Physical Education and Athletic Training</u> (p. 101)	
Physical Education/Teacher Education (Grades K-12)	B.S.
Physical Education/General	B.S.
Physical Education/Strength and Conditioning	B.S.
Athletic Training	B.S.
<u>Professional Communication</u> (p. 95)	
Professional Communication	B.A.
<u>Psychology</u> (p. 127)	
Psychology	B.A.
Psychology	B.S.
<u>Social Work</u> (p. 128)	
Social Work	B.S.W.
<u>Sport Management</u> (p. 101)	
Sport Management	B.S.
<u>Theatre</u> (p. 95)	
Theatre	B.A.
Theatre	B.F.A.
Musical Theatre	B.A.
Musical Theatre	B.F.A.

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

ACADEMIC DISCIPLINES AND 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 additional six credit hours at Limestone.

ACADEMIC DISCIPLINES AND MAJORS

Minors - Baccalaureate Levels: Art, Biology, Business Administration, Chemistry, Christian Studies, Coaching, Computer Science E-Business, Computer Science Software Applications, Computer Science Internet Management, Computer and Information Systems Security, Criminal Justice, English, Health Care Administration, History, International Studies, Mathematics, Military Science, Music, Physical Education, Psychology, and Theatre.

ASSOCIATE 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 092, 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 18 semester hours must be earned in 200-level courses or above and 30 semester hours at the course level of 300 or above, involving at least two academic divisions. For additional information, please review the Arts and Letters Division. 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 21 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.

PROGRAM FOR ALTERNATIVE LEARNING STYLES (PALS-Day Program Students)

As a fee for service option in addition to free and reasonable accessibility accommodations, the purpose of PALS is to provide a very proactive support system to encourage accountability and maximize potential for students with learning differences. PALS has been developed to enhance the academic potential of students with learning disabilities, including ADHD. Students are provided with academic support and accountability opportunities, as well as instruction in college survival skills. Participants receive group and individual instruction in time management, study skills, self-efficacy, organization and other academic skills. Unlimited peer tutoring by students who excel in each field is provided, as are fifteen hours of weekly, facilitated study hall. Additionally, PALS staff maintain contact with faculty and others as necessary for academic support. PALS students have access to academic and organizational coaches who help them develop "systems" for staying on track. PALS enrollment incurs an additional fee, which may be reduced in subsequent years as benchmarks are achieved.

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.

SPECIAL PROGRAMS

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.

PRE-MEDICAL, 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 a full-time 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 (in person or online) 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, the Extended Campus Office, or on the Limestone College website. The form should be submitted at least one month prior to the anticipated start date, except for graduating seniors as noted below. Coordinated Studies may not begin before receiving final approval by the Associate Vice President for Academic Affairs.
2. Because coordinated study courses require a significant commitment of a 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 prior to the anticipated start date.

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 \$120.00 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.

HYBRID COURSES

Limestone College offers students in its Day and Extended Campus Classroom programs the opportunity to take hybrid courses. A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and, as a result, the amount of face-to-face instruction is reduced. Hybrid courses are marked on the schedule of fall and spring courses, and are offered at the discretion of the instructor and departments. Only courses that have been redesigned and approved for the hybrid course format may be offered as hybrid courses.

THE EXTENDED CAMPUS

The Extended Campus Program provides educational opportunities both in the classroom and online for working adults wishing to complete a baccalaureate degree. The Extended Campus Program offers an affordable, accelerated course of study for working adults and flexibility to allow students to complete their educational goals while meeting the demands of work and home. The Extended Campus has a special reduced

SPECIAL PROGRAMS

tuition, and Federal and state financial aid is available for qualified students. In addition, all classes are taught in 8-week terms. Students in the Extended Campus Program may take courses during the evening in the classroom program or they may elect to enroll in online courses. They may even take courses in a combination of classroom and online venues during any of the 6 terms during the academic year. New students may begin taking classes during any of the 6 terms.

The Extended Campus Classroom Program has classroom sites in Charleston, Columbia, Florence, Gaffney, Greer, Kingstree, the Lowcountry, and Aiken/North Augusta. The Classroom Program offers courses using a hybrid model: classes meet two nights per week for 1-1/2 hours in a face-to-face classroom setting and meet via the internet for an additional learning session each week. Classes are held on Tuesday and Thursday evenings; select locations also offer courses on Monday and Wednesday evenings.

Courses in the Extended Campus Internet Program have the same content as those taught in traditional face-to-face classes, except that the delivery of that content is via the Internet. The use of computers and Internet technology has allowed this delivery change and has enabled students to take courses wherever they are located or wherever they travel. Limestone has been providing Internet courses and degrees since 1996.

The Extended Campus Program offers majors in Business Administration, including concentrations in areas such as accounting, finance, management, marketing, and e-business. Computer Science majors may concentrate in areas such as Management Information Systems, Programming, or System Security. Criminal Justice, Elementary Education, Health Care Administration, Human Resources Management, Psychology, Social Work, and Liberal Studies majors are offered as well. Students should note that not all majors are offered at each site or online.

The attendance policy for Extended Campus Courses is listed on page 78 under the heading of **Class Attendance**.

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>.

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.

For more information, please contact:

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

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

SPECIAL PROGRAMS

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. All current locations are approved for VA Benefits. If you are not sure about your classroom site, call the Limestone College VA Office.

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 two 8-week courses in order to qualify for benefits.
 - Internet format --- enrolled in two 8-week courses in order to qualify for benefits



ACADEMIC PROCEDURES

The semester credit hour is the basic unit used by Limestone College to measure student work. One semester credit hour represents in student learning outcomes and achievement the equivalent of one classroom hour of instruction and two (2) out-of-class hours of work for 15 weeks. A three-credit-hour course traditionally represents three (3) in-class hours and 6 out-of-class hours each week for 15 weeks. Limestone's Extended Campus Classroom and Internet programs (8-week sessions) use identical student learning outcomes and course expectations as the equivalent traditional 15-week courses. Limestone College faculty assign credit hours based on an equivalent standard of work to lab work, studio work, practicum courses, and internships.

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
IP	NA	Work in progress
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.

"IP" - A mark of "IP" is appropriate when a student's assigned academic experience extends past a grading period. For example, internships often bridge semesters. The "IP" must be removed at the end of the next grading period.

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.

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."

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".

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 Student Portal site, available from www.limestone.edu for each student at the conclusion of each course. For day students, if you are scheduled for three (3) or more exams in one day, you may speak to your instructor to reschedule an exam.

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.

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.

Hours Attempted	Requirement
3	Three hours
6	Five hours
9	Seven hours
12	Nine hours
15	Eleven hours

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

Class Standing	Credit Hours	Minimum Cumulative GPA
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 Good Academic Standing. If the student fails to achieve Satisfactory Academic Progress and Good Academic Standing, 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 directed to the Office of the Vice President for Academic Affairs. 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 67% 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.

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.

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.
3. Present a detailed written appeal to the Associate Dean for Academic Affairs. Appeals must be submitted to the Associate Dean 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 Dean for Academic Affairs.

GRADE RELEASE POLICY

Grades are no longer mailed, but are available on the JICS Portal (a secure website available from the Limestone College main website). Grades may be reviewed 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/home/73/1150>).

DISRUPTIVE BEHAVIOR

Disruptive behavior is any behavior that, in the instructor's judgment, interferes with the ability to conduct class or the students' ability to benefit from the learning environment. Students having emotional or mental disorders who may be considered disabled

and who are protected under the Rehabilitation Act of 1973 are expected to follow the same standards of conduct as any student.

Faculty members are responsible for managing the classroom environment. Faculty should exercise their best judgment in setting standards of conduct for their courses and take a reasonable approach in responding to classroom disruptions.

OTHER REQUIREMENTS

A student must fulfill the Graduation Requirements, including the Verbal and Quantitative Skills Requirements, The Writing Intensive Course, 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.

Note: Students pursuing a degree which was not available in the catalog in which they entered will be updated to the newer catalog year for all degrees and concentrations they are pursuing.

CLASS ATTENDANCE AND TARDINESS

DAY AND EXTENDED CAMPUS CLASSROOM

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, the student may be assigned a grade of F at the end of the class.

Hybrid Classes Attendance Policy: "Students are expected to attend all classes. Attendance will be taken on both face-to-face meeting days and online days. The mode of contact for online days is determined by the instructor. It could be an email, assignment, discussion, etc. When a student's absences exceed twenty percent (20%) of the total number of scheduled class periods in the semester or term, the student may be assigned a grade of F at the end of the class."

EXTENDED CAMPUS INTERNET

Students are expected to communicate with the professor frequently. In the Extended Campus Internet Program, students are required to contact their instructor once a week. That mode of contact is determined by the instructor. It could be an email, assignments discussion, etc. If after two weeks a student fails to have any activity in a course, the student may be assigned a grade of F at the end of the course.

Military Students: Limestone College will excuse students from attending classes or engaging in other mandatory activities, including tests or examinations, in order for students to fulfill their military obligations. This exception applies to any student required to attend or participate in military service, duty, training, or disaster relief efforts, and applies without distinction to a student's status as a member of the active component, reserve component, or National Guard.

Students whose absences are excused may not be penalized for their absence and must be allowed to complete all missed assignments or take missed tests or examinations within a reasonable time of their return. Limestone College shall determine what constitutes a reasonable time to make up the assignments, tests, or examinations missed by reason of military service on a case by case basis, taking into account the individual student's schedule and academic responsibilities.

PROCTOR INFORMATION

Day Students

In general, Day students who may need to have tests proctored are to be tested by the Limestone College Testing Center staff. Arrangements for such tests are made directly by the course professor with Testing Center staff. However, on occasion, due to extenuating circumstances, such as a disability, tests may be proctored by an approved, properly qualified individual other than the professor or the Testing Center staff. Day students who may need a proctor must complete the Proctor Application form available online on the Limestone College website.

Extended Campus Internet Students

For Extended Campus Internet courses, examinations are given through a proctor. Each Extended Campus Internet student is required to submit a Proctor Application form which is available on the Limestone College website. This needs to be done within the first two weeks of class. If a student wishes to use a previously approved Limestone College faculty or staff member or one of the Limestone College Testing Centers as his/her proctor, an email confirmation is the only requirement. Once a proctor is approved for a student, s/he will remain the proctor of record until the student notifies the Extended Campus office otherwise through submitting a new Proctor Application form. If a proctor changes email addresses, the proctor will need to send that request from the new email address to proctor@limestone.edu.

An email confirmation is the only requirement for students that choose to have a previously approved Limestone College faculty/staff member or a testing center as their proctor.

All Students

It is the responsibility of the proctor to ensure that the student is tested in an environment appropriate to ensuring testing security and integrity. The proctor must be in close vicinity to the student and remain present while the student is taking exams. The meeting can be anywhere as agreed by the proctor and the student (proctor's home, student's home, work place, etc) as long as there is a computer with internet access.

ACCOMMODATIONS FOR STUDENTS WHO HAVE DISABILITIES

Limestone College will attempt to make reasonable accommodations for students who have disabilities. Students who have a disability which may impact academic performance should inform instructors at the beginning of each course. Reasonable accommodations will be considered based on an interactive process involving the student, Accessibility personnel, and appropriate documentation. Documentation should be sent to Accessibility, Limestone College, 1115 College Drive, Gaffney, SC 29340 (accessibility@limestone.edu, 864/488-8245). For information on comprehensive services for students who have disabilities, please see "Special Programs – PALS."

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.

CHANGE OF STATUS

Students changing from Extended Campus Internet to Extended Campus Classroom or Students changing from Extended Campus Classroom to Extended Campus Internet may only change once a year. The request for change will only be accepted between June 1 and July 1 for an effective date of July 1.

Students changing from Day to either of the extended campus programs may do so by January 10 for an effective date of January 1; or by July 5 for an effective date of July 1.

Changes received after those dates will be processed for the next time period.

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 18, 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 two courses per term and may be permitted to take up to 27 semester hours in a semester. Students wishing to be enrolled in more than two Extended Campus classroom courses or more than two Extended Campus Internet courses at any one time must receive permission from the Associate Vice President for Academic Affairs.

Extended Campus students:

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

- Two Extended Campus classroom courses, OR
- Two internet courses, OR
- 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:

- Two (2) Extended Campus Internet courses & one (1) Extended Campus Classroom course OR
- Two (2) Extended Campus Classroom courses & one (1) Extended Campus Internet course OR
- Three (3) Extended Campus Internet courses OR
- Three (3) Classroom courses
- 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.

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 March 15. The examination must be completed for May graduates no later than April 1.
10. Seniors who are graduating in December must request credit by examination no later than October 15. The examination must be completed for December graduates no later than November 1st.

PROCEDURE FOR DROPPING A CLASS

A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week of classes through the last day of classes, a student may withdraw from a class and a grade of “WP” or “WF” will be assigned unless a final grade has been 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.**

A student in the Day Program who wishes to drop or withdraw from a class may obtain a Course Withdrawal Form from the Registrar’s Office and take it to the instructor and the advisor for approval. In the Extended Campus Program, a student wishing to drop or withdraw (after the drop/add period) from a course must contact the professor and submit a withdrawal form (<http://www.limestone.edu/extended-campus-forms>) to the Registrar's office. Failure to do so will result in a grade of F. 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.

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 for both the Day and Extended Campus Programs. 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 for both the Day and Extended Campus Programs.

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.

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 numbers 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. Credit hours are listed following each course description. Course prerequisite(s) as stated within each course description is/are the required prerequisite (s) for the course.

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

All courses in the catalog may be offered either in the classroom or on the internet. All courses which are 100-level or above are intended to be eligible for transfer.

All courses which are 100-level or above are intended to be eligible for transfer.

ART

DIVISION OF ARTS AND LETTERS

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

Majors are offered in Art, English, English Education, English/Theatre, History, Liberal Studies, Music, Music Education, Musical Theatre, Professional Communication and Theatre. 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 Studies, 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-four semester hours, including the following:

AR101, 102, 103, 120, 200, 201, 203, 208, 210, or 211, two three-dimensional courses, 250, 260, 305, 370W, 470, 490W, and nine additional hours of art courses excluding Art 240. Six of those art courses at 300 level or above.

This major requires six additional hours of writing intensive courses.

GRAPHIC DESIGN CONCENTRATION

Fifty-four semester hours, including the following:

Art 101 or 102, 103, 120, 200, 203, any three-dimensional course (AR208, 210, or 211), 250, 260, 303, 305, and Art/CS234, 220, 320, 370, 470, and 490 plus six additional hours of art electives excluding Art 240.

This major requires six hours of writing intensive courses.

ART MINOR

Twenty-one semester hours, including the following:

Art 101 or 102, 103, 250, 260 and nine semester hours of Art electives including at least one three-dimensional course (Art 208, 210, or 211) excluding Art 240.

COURSE OFFERINGS IN ART

AR 100 Studio Experiences
AR 101 Basic Drawing and Composition
AR 102 Figure Drawing
AR 103 2D Design and Color Theory
AR 120 Introduction to Graphic Design
AR 200 Photography
AR 201 Advanced Drawing
AR 202 Water Color
AR 203 Beginning Painting

ART/ENGLISH

ENGLISH EDUCATION MAJOR

A. General Education

English

See Area of Specialization below.

Social Sciences

History 110 or 111; History 112 or 113

Interdisciplinary

Interdisciplinary 100, 301

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

Fine Arts

Art 240 and Music 205

Religion and Philosophy

(3 semester hours required)

Psychology

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.

AR 208 Fundamentals of Sculpture

AR 210 Ceramics I

AR 211 Ceramics II

AR 213 Crafts

AR 220 Typography and Visual

Communication

AR/CSIT234 Web Page Development

AR 240/AR 240 H Art Appreciation

AR 250/AR250 H Prehistoric Art to Gothic Art

AR 260/AR 260H Renaissance Art to Modern Art

AR 303 Painting II

AR 305 Printmaking and Design

Techniques

AR 320 Publication Design

AR 370W/AR 370H Contemporary Art

History

AR 403 Painting III

AR 440 Senior Seminar in Drawing

AR 470 Studio Problems

AR 480 Internship

AR 490W/AR490H Senior Art Exhibit

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 expected to complete six semester hours of the same foreign language. This major requires 18 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

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 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

EN090 Developmental Reading and Study Skills
 EN 091 Developmental Writing
 EN 101W Freshman Composition
 EN 102W Argument and Research
 EN 103W/103H Honors Writing Seminar
 EN 105 Fundamentals of Public Speaking
 EN 201/201H Experiences in Literature
 EN 202 Major British Authors I
 EN 203 Major British Authors II
 EN 204 Major American Authors I
 EN 205 Major American Authors II
 EN 206 Continental European Literature
 EN 212 Drama Appreciation
 EN 213 Performance Studies
 EN 215W Business Communication
 EN 220W/220H American Women Writers
 EN 222 Sport Literature and Communications
 EN 224-225 Writing Center Practicum
 EN 230W Creative Writing
 EN 231W Technical and Professional Writing
 EN 240/240H Introduction to Film

EN 302 Shakespeare
 EN 305 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 324W Literary Criticism
 EN 326W Advanced Composition, Rhetoric, and Style
 EN 327 Studies in English Language
 EN 328 Literature for Children
 EN 329W Literature for the Adolescent
 EN 330 Science Fiction
 EN 331 Studies in Contemporary Drama
 EN 340/340H Topics in Film
 EN 416/416H Studies in Modern Poetry
 EN 418/418H Studies in Modern Fiction
 EN 430W Methods of Teaching Language Arts in the Secondary School
 EN 452 Clinical Practice
 EN 490 English Internship
 EN 495W Senior Project

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

HISTORY

This major requires 12 hours of Writing Intensive Courses.

PRE-LAW CONCENTRATION

The History major with a Pre-Law concentration requires students to complete 48 semester hours consisting of a 36 semester hour core and 12 semester hours of electives.

Core Courses (36 hours)

History 111, 112, 113, 214, 325, 400, 401. Criminal Justice 440, Political Science 242, Business Administration/English 215, Mathematics 110 or above (except MA 200), Psychology 101.

Legal Elective Courses (6 hours from the following five courses): Business Administration 315, 316, 317, Criminal Justice 201, 335.

History Elective Courses: (6 hours from the following five courses): History 341, 342, 343, 344, 345.

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).

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. 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 MAJOR

A History major consists of a minimum of 42 semester hours in the discipline. The components of the 42 hours are as follows:

Survey Courses (12 hours):
 History 110, 111, 112, 113.

Upper-Level Courses (21 hours). All students must take History 214. The remaining six classes must be numbered 200 or above. Of these six courses, students will choose three from American and three from non-American history, or vice versa.

History 347, Introduction to Public History (3 hours)

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)

HISTORY/LIBERAL STUDIES/ INTERDISCIPLINARY STUDIES/MUSIC

COURSE OFFERINGS IN HISTORY

HI 110-HI 111 World Civilization I - II
 HI 110W/110H-HI111W/111H World Civilization
 HI 112/112H United States History I
 HI 113 United States History II
 HI 214/214H Non-Western Civilizations
 HI 303/303H Critical Issues of the New Millennium
 HI309 W Holocaust Studies
 HI 310 Classical Greece and Rome
 HI 311 Medieval and Early Modern Europe
 HI 312 European History from the French Revolution to the Present
 HI 320 History of Business and Technology
 HI 321W/321H The Birth and Death of the Soviet Union
 HI 325 Latin American History
 HI 334/34H The American South
 HI 338 African American History
 HI 341 Colonial and Revolutionary America
 HI 342 Jeffersonian and Jacksonian America
 HI 343/343H The Civil War and Reconstruction
 HI 344 America between the Gilded Age and The Second World War
 HI 345 America in Recent Times
 HI 346 US-Middle East Relations, 1914-Present
 HI 347 Introduction to Public History
 HI 350 United States Economic History
 HI 400W Research Seminar
 HI 401W History Research Project
 HI 490 Public History Field Experiences

LIBERAL STUDIES

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A liberal studies major consists of 48 hours of course work including 18 hours

in courses numbered 200 and above, and 30 hours in courses numbered 300 and above, including ID 305. The courses selected must come from at least two different 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.

COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 100 Academic Inquiry
 ID 110 Study Skills
 ID 111 Strategies for Learning
 ID 201 Transition Success
 ID 301W Critical Thinking
 ID 305W Academic Research
 ID 355 Renaissance, Theatre, and Culture
 ID 400 Senior Seminar

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 Department of Music at Limestone College is to provide a quality education, developing the student personally, professionally, and academically. The Department of Music 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 his/her 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 Chairperson 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 Audition

All prospective music majors must perform an admissions audition on their instrument of concentration for the music faculty. A description of repertoire expectations and the standard procedure for the audition can be found in the Admission & Audition Information brochure.

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*.

MUSIC

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. 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. 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 (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, 1 semester and the senior recital at the 400 level);
 - Primary music ensemble (four credit hours.)
 - Secondary music ensembles (2 credit hours.)
 - Music and general elective courses
- This major requires 9 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), MU125 (2 hours), ML 249 (1 hour), MU325 (3

hours), ML 349 (1 hour), MU 415 (3 hours) and a Senior Recital consisting of 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

MUSIC

- 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, 313, and 320;
 - Applied lessons (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, and senior recital at the 400 level);
 - Primary music ensemble (four credit hours);
 - Secondary music ensembles (two credit hours);
 - 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.
 - Applied lessons (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, and senior recital at the 400 level);

MUSIC

Primary music ensemble (four credit hours);
Secondary music ensembles (two credit hours);
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.

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

- A Bachelor's degree.
- Completion of required courses in an approved Music Education Program.
- 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 (including 2 semesters at 100 level and 2 semesters at 200 level, four credit hours of ensembles.

Applied instruction (private lessons) is offered to all students for one 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 LESSON COURSES (ML)

Instrument or Voice	Non -Major 1 Hour Credit
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KEYBOARD

Piano ML 130

VOICE

Voice ML 128

WOODWIND

Flute ML 116

Oboe ML 117

Bassoon ML 118

Clarinet ML 119

Saxophone ML 120

BRASS

Horn ML 121

Trumpet ML 122

Trombone ML 123

Euphonium ML 124

Tuba ML 125

PERCUSSION

Percussion ML 126

STRINGS

Strings ML 127

GUITAR

Guitar ML 129

Instrument or Voice	Freshman-Sophomore 1 Hour Credit
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KEYBOARD

Piano ML 148, ML 248

VOICE

Voice ML 146, ML 246

WOODWIND

Flute ML 135, ML 235

Oboe ML 136, ML 236

Bassoon ML 137, ML 237

Clarinet ML 138, ML 238
Saxophone ML 139, ML 239

BRASS

Trumpet ML 141, ML 241

French Horn ML 140, ML 240

Trombone ML 142, ML 242

Euphonium ML 143, ML 243

Tuba ML 144, ML 244

PERCUSSION

Percussion ML 145, ML 245

GUITAR

Guitar ML 147, ML 247

IMPROVISATION

Improvisation ML 149, 249

Instrument or Voice	Junior-Senior 1 Hour Credit
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KEYBOARD

Piano ML 348, ML 448

VOICE

Voice ML 346, ML 446

WOODWIND

Flute ML 335, ML 435

Oboe ML 336, ML 436

Bassoon ML 337, ML 437

Clarinet ML 338, ML 438

Saxophone ML 339, ML 439

BRASS

Trumpet ML 341, ML 441

French Horn ML 340, ML 440

Trombone ML 342, ML 442

Euphonium ML 343, ML 443

Tuba ML 344, ML 444

PERCUSSION

Percussion ML 345, ML 445

GUITAR

Guitar ML 347, ML 447

IMPROVISATION

Improvisation ML 349, 449

(Applied Music Fee charged for above courses)

MUSIC

NUMBERING SYSTEM FOR MUSIC ENSEMBLE COURSES (ME)

These courses, which may be repeated for credit, use a different number each academic year; (1E first year participants register at the 100 level, second year participants register at the 200 level, etc.).

Chorus

ME 120, 220, 320, 420

Show Choir

ME 121, 221, 321, 421

Vocal Ensemble

ME 122, 222, 322, 422

Jazz Combo

ME 123, 223, 323, 423

Jazz Ensemble

ME 124, 224, 324, 424

Guitar Ensemble

ME 125, 225, 325, 425

Wind Ensemble

ME 126, 226, 326, 426

Woodwind Ensemble

ME 127, 227, 327, 427

Brass Ensemble

ME 128, 228, 328, 428

Percussion Ensemble

ME 129, 229, 329, 429

Beginning Steel Drum Ensemble

ME 130, 230, 330, 430

Advanced Steel Drums Ensemble

ME 131, 231, 331, 431

COURSE OFFERINGS IN MUSIC

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

MUSIC/PHILOSOPHY/RELIGION

MU 119 Fundamentals of Music Theory
 MU 125 Jazz Improvisation I
 MU 129 Beginning Aural Skills
 MU 135 History and Theory of Music II
 MU 139 Music Theory I
 MU 203 Class Piano III
 MU 204 Class Piano IV
 MU 205 Music Appreciation
 MU 205H Music Appreciation
 MU 213 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 305W Medieval-Baroque Music History
 MU 306W Classical-Romantic Music History
 MU 307W Modern/Non-Western Music History
 MU 310 Basic Conducting
 MU 311 Instrumental Conducting
 MU 312 Advanced Vocal Techniques and Diction
 MU 313 Choral Conducting
 MU 320 Music Composition and Arranging
 MU 325 Jazz History
 MU 329 Advanced Aural Skills
 MU 333W General and Elementary Music Methods
 MU 339 Music Theory III
 MU 400W Materials and Methods of Teaching Secondary Music
 MU 415 Jazz Composition and Arranging
 MU 452W Clinical Practice - Vocal/Choral-General

MU 453W Clinical Practice Instrumental-General
 MU 491-497 Senior Recital

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

MU 491-P Senior Recital, Piano
 MU 491-G Senior Recital, Organ
 MU 492 Senior Recital, Voice
 MU 494-F Senior Recital, Flute
 MU 494-O Senior Recital, Oboe
 MU 494-B Senior Recital, Bassoon
 MU 494-C Senior Recital, Clarinet
 MU 494-S Senior Recital, Saxophone
 MU 495-R Senior Recital, Trumpet
 MU 495-H Senior Recital, Horn
 MU 495-T Senior Recital, Trombone
 MU 495-U Senior Recital, Tuba
 MU 496 Senior Recital, Percussion
 MU 497 Senior Recital, Guitar

PHILOSOPHY AND RELIGION

The Department of Philosophy and Religion offers introductory and upper-division level courses in philosophy and religion. The department currently offers a minor in the area of Christian Studies designed to provide students with insight into the significant role of religion in the shaping of contemporary culture, with primary emphasis being given to the impact of Christianity on Western culture.

The department also provides academic support for the Christian Education and Leadership Program which seeks to (1) acquaint students with the historical values of Christianity, (2) train them in the exercise of spiritual disciplines designed to integrate faith values with the whole of life, and (3) provide practical training through local, national, and international service-learning projects. Students accepted into the program receive a scholarship which requires the completion of specific program require-

PHILOSOPHY/RELIGION/COMMUNICATION

ments. Additional information, including an application for admission, may be located online at www.limestone.edu/celp.

CHRISTIAN STUDIES MINOR

To minor in Christian Studies a student must take Religion 221, 222, 225, and 226, plus any two additional courses in religion.

COURSE OFFERINGS IN PHILOSOPHY

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

COURSE OFFERINGS IN RELIGION

RE 201 Science and Religion
 RE 202 Life and Letters of Paul
 RE 203 Christian Spiritual Formation I
 RE 204 Christian Spiritual Formation II
 RE 205 Christian Ethics and Contemporary Issues
 RE 210 World Religions
 RE 221 Old Testament
 RE 222 New Testament
 RE 225 Christian Heritage I
 RE 226 Christian Heritage II
 RE 240 Models & Methods of Christian Leadership
 RE 301 The Koran and The Bible
 RE 401/401H A Study of Jesus

PROFESSIONAL COMMUNICATION MAJOR

The major in Professional Communication is an interdisciplinary major which draws courses from English, Art, Computer Science, Business, Interdisciplinary Studies, and International Studies as well as Communication. The major prepares entry-level communication professionals to design and convey messages for vari-

ous audiences in print and digital media. A Communication major consists of fifty - six semester hours.

The following courses are required for the major:

English 231W, 326, ART 101, 103W, 120, 214, 220, 320, International Studies 250, Interdisciplinary Studies 305, Business Administration 341, Computer Science 102, 103, 234, 340, 342, Communication 410, 412, 490.

This major requires 12 hours of writing intensive courses.

COURSE OFFERINGS IN PROFESSIONAL COMMUNICATION

(CM 404- CM 404K) are offered at selected sites for teacher recertification.

CM 404 Technology for Teachers
 CM404A Powerpoint for Teachers
 CM404B Excel for Teachers
 CM404C Word for Teachers
 CM 404D Web Page Design (FrontPage) for Teachers
 CM 404E Photoshop for Teachers
 CM 404F Publisher for Teachers
 CM 404G Interactive Smart Boards for Teachers
 CM 404H Advanced Interactive Smart Boards for Teachers
 CM 404I Promethean Activboard for Teachers
 CM404J Advanced Promethean Activboard for Teachers
 CM 404K Integrating 21st Century Technology In The Classroom
 CM 404L iPads For Teachers
 CM 410 Introduction to Digital Literacies I
 CM 412 Introduction to Digital Literacies 2
 CM 490 Communication Internship

THEATRE**THEATRE MAJOR (B.A.)**

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 101 Drama Appreciation
TH 102 Acting: Basics
TH 103 History of Theatre
TH 110 Fundamentals of Play
Production
TH 111, 114-115 Experiential Theatre
TH 116 Fundamentals of Makeup
TH 120 Fundamentals of Costuming
TH 122 Fundamentals of Lighting
TH 201 Performance Studies
TH 202 Acting: Performance,
Auditioning, and Voice
TH 203 Improvisation
TH 204 Acting: Audition
TH 301 Gender, Race, and Performance

TH 302 Acting: Style
TH 303 Musical Theatre Performance I
TH 307 Directing
TH 308W Playwriting
TH 309 Advanced Stage Design
TH 310 Musical Theatre Performance II
TH 312 Junior Qualifier
TH 319 History of Musical Theatre
TH 401W Dramatic Criticism
TH 405 Shakespeare and Performance
TH 407 Advanced Directing
TH 480 Student Production Lab

THEATRE MAJOR (B.F.A.)

The B.F.A. in Theatre provides the student with performance and production skills including acting, singing, and advanced vocal, physical and technical techniques. Students gain a solid and thorough knowledge of acting, directing, and design. The B.F.A. Theatre student will be prepared to pursue a professional career in Theatre or continue onto graduate studies in theatre. The B.F.A. consist of 76 hours. Course work exposes students to theatre history and literature, acting and directing, playwriting, and design.

Students would take each of the following theatre courses:

Theatre 101, 102, 103, 110, 111, 116, 120, 122, 201, 202, 204, 301, 302, 307, 308, 309, 312, 407, 480, English 302, 331

Two semesters of Foreign Language

Choose one course from the following: Physical Education 135, 136, 137, 138, 142, 143, 144.

Choose one of the following: Theatre 303, 499, (Courses are designated as TH 111, 114 or 115 with subtitles such as Lighting, Makeup, Sound, etc.).

Note: B.F.A. students are required to maintain a 2.75 GPA in their major.

THEATRE/FRENCH/GEOGRAPHY/SPANISH**MUSICAL THEATRE MAJOR (B.A.)**

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 303, TH 307, and TH 480
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.

**MUSICAL THEATRE MAJOR
(B.F.A.)**

The B.F.A. provides a unique opportunity for undergraduate students who want to focus more intensely on their major, to explore every facet of Musical Theatre and performance. The B.F.A. insists that majors be in dance and vocal lessons nearly every semester they attend. They take an exhaustive slate of acting, singing, dancing, and technical theatre courses. They will be thoroughly prepared for the challenges that face them as developing theatre artists.

Required Theatre courses:

Theatre 101, 102, 103, 110, 111, 203, 204, 301, 303, 307, Musical Theater Performance I and II 312, 407, 490

Required music courses: MU 119, 129, 139, MU 102/103, Ensembles, Applied Voice (at 200 level)

Choose one from the following: Physical Education 136, 143, 135, 144.

Choose one from the following: Physical Education 137, 138, 142

(Courses are designated as TH 111, 114 or 115 with subtitles such as Lighting, Makeup, Sound, etc.).

Note: B.F.A. students are required to maintain a 2.75 GPA in their major.

Below are additional course offerings in the Division of Arts and Letters:

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 OFFERING IN
GEOGRAPHY**

GE 211 Economic Geography

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 EDUCATION AND PHYSICAL EDUCATION

The Division of Education and Physical Education presents an opportunity to study Early Childhood Education, Elementary Education, Physical Education, Athletic Training, and Sport Management.

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

- Early Childhood Education**
- Elementary Education**
- Physical Education/General**
- Physical Education/Strength and Conditioning**
- Physical Education/ Teacher Education**
- Athletic Training**
- Sport Management**

Minors are offered in Coaching and Physical Education.

EARLY CHILDHOOD EDUCATION MAJOR

The early childhood education program provides preparation for teaching in PK-3 classrooms. The goal of this program is to provide prospective early childhood candidates with a theoretical knowledge base to develop an awareness of the content necessary to teach young children. Field experiences include placements with infants through 2nd grade.

A student desiring a bachelor's degree in early childhood education must complete the following requirements:

- A. General Education Requirements (50 hours)
- B. Supplemental Courses (5 hours)
 - PE201 Personal and Community Health (3)
 - PE Activities (2)
- C. Professional Education (15)
 - ED200 Foundations of Education
 - CS 209 Multimedia in the Classroom
 - ID 301 Critical Thinking
 - PS 304 Educational Psychology
 - ED310 History and Philosophy of Education
- D. Area of Specialization (53)
 - EE 300, 301, 302, 303, 304, 305, 307W, 309, 311, 313, 345, 346, 347, 401, 452, 453

COURSE OFFERINGS IN EARLY CHILDHOOD EDUCATION

- EE 300 Field Experience
- EE 301 Field Experience
- EE 302 Field Experience EE 303 Introduction to Early Childhood Education
- EE 304 Home, School, and Community Relations
- EE305 Early Intervention for Infants and Young Children
- EE 307 Emergent Literacy
- EE 309 Early Childhood Curriculum
- EE 311 Early Childhood Methods
- EE313 Creative Arts in Early Childhood Education
- EE 345 Experiences in Math for Young Children
- EE 346 Science in the Early Childhood Classroom
- EE 347 Social Studies in the Early Childhood Classroom
- EE401 Assessing Young Children
- EE 452 Early Childhood Clinical Practice

EE 453 Seminar on Teaching in Early Childhood Education

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: Elementary Education (2-6)

- English Education (9-12)
- Mathematics Education (9-12)
- Music 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 or have the appropriate ACT/SAT scores to be exempt.
2. Successfully complete Education 200. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 45 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 or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
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 CLINICAL PRACTICE

Candidates 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 Clinical Practice 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 clinical practice. Candidates must receive the grade of "C" or better in all professional education, mathematics, and area of specialization courses.

Candidates must pass the required Praxis II content area examinations and the required Praxis II Principles of Learning and Teaching examination by the specified deadline date prior to clinical practice. In addition to completing required courses, students applying for entrance into clinical practice 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 clinical practice semester. Students are required by South Carolina law to submit by the deadline date prior to clinical practice a SC Application for Educator Certificate, an IBT electronic fingerprint scan, 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*.

Clinical Practice placements are made by the designees at each school district.

The Teacher Education Committee will review applications for entrance into clinical practice. If candidates do not receive favorable recommendations from the committee and/or from the specific division, they will be unable to complete the process 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 or 116
 - 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, 347, 349, 352, 355, 412, and 452; Physical Education 315; Psychology 204, 309, and 320
This major requires 3 hours of Writing Intensive Courses.

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 and Music.

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

COURSE OFFERINGS IN EDUCATION

- ED 200 Principles and Problems of Education
- ED 209 Multimedia in the Classroom
- ED 210 Tutoring Practicum
- 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 306 Middle Grades Curriculum and Organization
- ED 309 Tests and Measurements
- ED 310 History and Philosophy of Education
- ED 320 The Exceptional Child
- ED 345 Methods of Teaching Mathematics in the Elementary School
- ED 346 Methods of Teaching Science in the Elementary School
- ED 347 Teaching Social Studies in the Elementary School
- ED 349 Teaching Language Arts in the Elementary School
- ED 352 Fine Arts for the Elementary Education Teacher
- ED 355 Principles of Effective Teaching in the Elementary Classroom
- ED 412 Diagnostic and Prescriptive Teaching of Reading
- ED 452W Clinical Practice

PHYSICAL EDUCATION, ATHLETIC TRAINING AND SPORT MANAGEMENT MAJORS

The mission of the Physical Education, Athletic Training and Sport Management Department at Limestone College is twofold. First, to provide the coursework, experiences, leadership and resources for the preparation of professionals in the areas of Physical Education, Athletic Training, Sport Management, Strength and Conditioning, and Coaching. Second, to contribute to the general education of all college students by providing courses and experiences, both cognitive and physical activity based, to fulfill general education requirements and program requirements for other departments at Limestone College.

**Physical Education Required
Core Courses**

The following 26 semester hours of core courses are required of all Physical Education and Athletic Training majors

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

**PHYSICAL EDUCATION/
GENERAL MAJOR**

The Physical Education/General major consists of the 26 semester hour Physical Education Core plus 25-28 semester hour concentration. The concentration consists of the following:

The student must complete Physical Education 200W, 217, 218, 219, 454, 490 and twelve semester hours of Physical Education electives numbered 300 or above. This major requires 3 hours of Writing Intensive Courses.

**PHYSICAL EDUCATION/
STRENGTH & CONDITIONING
MAJOR**

The Physical Education/Strength and Conditioning major consists of the 26 semester hours of Physical Education Core plus a 40 semester hour concentration. The concentration consists of the following: Chemistry 105; Mathematics 200; Physical Education 200W, 210, 305, 320A, 322, 324, 326, 331, 400W, 401, 410, and 492; and Psychology 204.

**PHYSICAL EDUCATION/
TEACHER EDUCATION MAJOR**

The Physical Education Teacher Education major trains students to become

physical educators consistent with appropriate guidelines provided by National Association for Sport and Physical Education (NASPE) and the Department of Teacher at Limestone College. Graduates of the program are eligible for licensure by the state of South Carolina (SC) as a K-12 Physical Education teacher.

NASPE GUIDELINES

1. Scientific and Theoretical Knowledge

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness
- 1.2 Describe and apply motor learning and psychological /behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness
- 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- 1.5 Analyzes and corrects critical elements of motor skills and performance concepts.

2. Skill and Fitness Based Competence

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program
- 2.3 Demonstrate performance concepts related to skillful movements in a variety of physical activities.

3. Planning and Implementation

- 3.1 Design and implement short and

long term plans that are linked to program and instructional goals as well as a variety of student needs.

- 3.2 Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**4. Instructional Delivery and
Management**

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.
- 4.4 Recognize the changing dynam-

ics of the environment and adjust instructional tasks based on student responses.

- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

5. Impact on Student Learning

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

6. Professionalism

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

National Association for Sport and Physical Education (2009). *National standards & guidelines for physical education teacher education* (3rd ed.) Reston, VA: Author

LIMESTONE COLLEGE'S TEACHER EDUCATION DISPOSITIONS

The Teacher Education unit's philosophy reflects the premise that enlightened educators possess the following characteristics which predispose them to success as educators and that the development of these characteristics can be encouraged and enhanced in a well-structured teacher education program.

Enlightened educators have a sense of enthusiasm about learning which is exemplified by their own successful accomplishments as learners and by their continued interest in learning

Enlightened educators demonstrate competence in a specific content area and in the student of pedagogy.

Enlightened educators are literate, articulate, and technologically learned. They communicate with students, parents and partners in communities of learning.

Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to their colleagues and to their profession. Enlightened educators reflect on their practice and they embrace growth and positive change.

Enlightened educators value learners, respect their individuality and appreciate the potential for positive outcomes which is inherent in diversity. They have the ability and the desire to engage all students in learning.

Enlightened educators are responsible citizens they possess a sense of emotional

maturity, personal integrity, and social responsibility.

The Physical Education Teacher Education major consists of 45 hours in the General Education; nine hours in Education; fifty-eight hours in the Physical Education professional area, and ten hours in the Supplemental Courses.

PHYSICAL EDUCATION/ TEACHER EDUCATION MAJOR

A. General Education

English 101, 102, 105, and 201W

Philosophy or Religion (3 hours required)

Art 240, Music 204 or any foreign language

History 110 or 111 and 112 or 113 (6 hours required)

Psychology 101 and 204

Biology 101, 205

Computer Science 102

Mathematics 110w

Interdisciplinary Studies 100

Note: required physical activity classes are included in the professional program

B. Education Courses

ED 200, ED 304, and ED 310

C. Physical Education professional

PE200W, 201, 202, 301, 302, 314, 320A, 322, 323, 413, 414, 452, 453

PE 131, 132, 133, 217, 218, 219

D. Supplemental Courses

Education 209

Biology 206

Interdisciplinary Studies 301

Note: All physical education teacher candidates must demonstrate competencies in a variety of activities and maintain an appropriate fitness level. As such, each

physical education teacher candidate must receive a grade of B or better in Net Sports, Field/Court I, Field/Court II, and the three required physical activity classes. All physical education teacher candidates will be tested for his/her fitness level using FITNESSGRAM®, or other appropriate standardized fitness testing programs, during first entry into the physical education teacher education program and retested during his or her final year. If a student needs an accommodation to achieve the course requirements, an interaction process, including the student, will be engaged to determine appropriate accommodations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Physical Education Teacher Education program will attempt to make all reasonable accommodations for students with certified disabilities as authorized by the Office of Accessibility Services. Appropriate standardized fitness testing and/or modification of skill requirements will be determined by a committee consisting of appropriate faculty and staff with input from the student.

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. All students, even college graduates, must pass Praxis I or have the appropriate ACT/SAT scores to be exempt.
2. Successfully complete Education 200. Graduates of the Teacher Cadet

Program receive transfer credit for Education 200.

3. Complete 45 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 or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
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 CLINICAL PRACTICE

Candidates seeking teacher certification must successfully complete course in general education, professional education, and the area of specialization. Prior to the application for entrance into the Clinical Practice Program, students should successfully complete institutional requirements in verbal and quantitative skills.

Physical Education majors, as a rule, will complete all methods courses, all professional education courses and all major teaching subject courses prior to the semester of clinical practice. Candidates must receive the grade of "C" or better in all professional education, mathematics and area of specialization course.

Candidates must pass the required Praxis II content area examinations and Principles of Learning and Teaching examination by the specified deadline date prior to clinical practice. In addition to completing required courses, students applying for entrance into clinical practice 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 clinical practice semester. Students are required by South Carolina Law to submit by the deadline date prior to clinical practice a SC Application for Educator Certificate, and IBT electronic fingerprint scan, a copy of their social security card and the application fee. The SC application for educator packet is available in the office of the Director of the Teacher Education. The application for Clinical Practice form is provided in the Teacher Education Handbook. Clinical Practice placements are made by the designees at each school district. The Teacher Education committee will review applications for entrance into clinical practice. If candidates do not receive favorable recommendations from the committee and/or from the specific divisions, they will be unable to complete the process until deficiencies are eliminated. In some cases, student may be advised to pursue a degree in another area.

Requirements for Admission to the Teacher Education Program, Clinical Practice (Student Teaching), and other pertinent information are posted in the Teacher Education Handbook or the Teacher Education Website.

COACHING MINOR

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

Physical Education 202, 210, 303W, 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, 22 semester hours are required as follows:

Physical Education 200W, 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 Program 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 (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 Board of Certification (BOC) Examination.

Mission Statement of the Athletic Training Program

It is the mission of the Athletic Training Program at Limestone College to provide our athletic training students (ATs) 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 BOC Examination, our ATs will find themselves prepared for an entry-level position within the profession.

Athletic Training Program Goals

Upon successful completion of the Athletic Training Program.

1. Students will possess the utmost moral, legal, and ethical behaviors of academic, personal, professional, and social integrity.
2. Students will develop the skills and values necessary for employment as an entry-level athletic trainer

through individual and collaborative effort.

3. Students will utilize evidence-based practice and advanced critical thinking skills as entry-level athletic trainers
4. Students will effectively communicate and interact with health professionals in a variety of settings.

Admissions Requirements for the Athletic Training Program

Observation Period

Students interested in the Athletic Training Program must go through an observation and application process. Admittance to the program occurs at the conclusion of the fall semester. Students must enroll in AT 180: Fundamentals of Athletic Training, BI 101: Introduction to Biology I, and complete a 50-hour observation period prior to making their application for the Athletic Training Program. All observation hours must be completed prior to the Thanksgiving Holiday.

Application Period

After the completion of the approximately 12-week rotation period and the accumulation of 50 observation hours, students are eligible to make their application to the Athletic Training Program. In order to apply, students must obtain an application from the Program Director (PD) and submit a letter of intent stating why they desire an Athletic Training Major along with three letters of recommendation. After submission of the required materials, the Athletic Training faculty and staff will interview prospective ATs. In addition, the following documents must be on file and/or verified with the Athletic Training Program: medical history and

physical examination, health insurance, immunization record, proof (or declination) of the Hepatitis-B vaccination series, technical standards, bloodborne pathogen and disease prevention training, confidentiality/FERPA training, and a signed ATS Handbook and Confidentiality Agreement.

The number of applicants accepted and enrolled in the Athletic Training Program is limited by an 8:1 student/preceptor (on campus) ratio due to the highly individualized, "hands-on" nature of this program. The number of applicants chosen will be based on the number of empty slots in the program. Fulfillment of the stated requirements is not a guarantee of acceptance into the Athletic Training Program. Students that are not accepted in the Athletic Training Program are welcome to reapply the following fall semester.

Admission Criteria

Admission into the Athletic Training Program is based on the following criteria:

- A minimum 2.5 cumulative GPA.
- A "C" or better in AT 180: Fundamentals of Athletic Training.
- Successful completion of BI 101: Introduction to Biology I (this may not be applicable to transfer students).
- Completion of a 50 hour observation period.
- Submission of an application, letter of intent, and three letters of recommendation.
- An interview with the Athletic Training faculty and staff.
- Verification of a Medical History and Physical Examination.
- Verification of Health Insurance.
- Verification of Technical Standards.
- Verification of Bloodborne Pathogen and Disease Prevention Training.
- Verification of Immunization Records.

- Verification/declination of the Hepatitis-B vaccination series.
- Verification of confidentiality/FERPA training
- A signed ATS Handbook and Confidentiality Agreement.

Transfer Students

Transfer students who desire an Athletic Training Major must go through the initial observation and application process. Academic coursework and clinical education experiences will be evaluated on an individual basis to determine the appropriate level at which the student should begin coursework within the Athletic Training Program. Classes containing cognitive competencies will be evaluated to see which, if any, fulfill the Athletic Training Program requirements. Classes containing psychomotor competencies will require a challenge examination. Course credit will be awarded after a student has taken the challenge examination and demonstrated proficiency of those competencies. The student will have the first semester of enrollment to take the challenge examination and demonstrate proficiency of psychomotor competencies. The Athletic Training Program does not accept Athletic Training courses from institutions that are not accredited by CAATE.

Technical Standards

The Athletic Training Program 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 Athletic Training Program 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 Athletic Training

Program 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.

Costs Associated with the Athletic Training Major

All costs incurred with application and acceptance into the Athletic Training Program is the responsibility of the student. These costs may include, but are not limited to:

- Physical examination
- Hepatitis-B series vaccination
- Health Insurance
- Transportation to and from off-campus sites.
- Uniforms
- Lab fees
- Membership dues to NATA
- Professional Student Liability Insurance
- Criminal Background Check

Academic Requirements

ATSs are expected to maintain a minimum cumulative GPA of 2.5. ATSs must earn a "C" or better in all athletic training required courses. Failure to earn a "C" or better in athletic training required course(s), will result in suspension from the Athletic Training Program until the course can be retaken. The ATS will not be permitted to progress in the Athletic Training Program until a satisfactory grade is earned.

Graduation Requirements

In order to graduate with a Bachelor of Science in Athletic Training, ATSs must meet the following criteria:

- A minimum of 2.5 cumulative GPA.
- A "C" in all Athletic Training Required Courses.

Please Note

Additional information can be obtained in the ATS Handbook, which is available online at <http://www.limestone.edu/academics/athletic-training>.

ATHLETIC TRAINING REQUIRED COURSES

AT 180 Fundamentals of Athletic Training
 AT 201 First Aid and CPR/AED for the Professional Rescuer
 AT 280 Clinical Anatomy I
 AT 281 Clinical Anatomy II
 AT 283W Medical Terminology and General Medical Conditions in Athletic Training
 AT 380/AT 380H Orthopaedic Injury Evaluation I
 AT 381 Orthopaedic Injury Evaluation II
 AT 383 Therapeutic Modalities in Athletic Training
 AT 385/AT385H Rehabilitation in Athletic Training
 AT 387 Basic Pharmacology and Nutrition in Athletic Training
 AT 452 Senior Seminar
 AT 481/AT481H Organization and Administration of Athletic Training
 AT 490W Athletic Training Internship
 AT 188, 189, 288, 289, 388, 489: Athletic Training Practicum Courses

Other Courses Required for the Major

BI 101W/BI101WH General Biology
 BI 205W/BI205WH Human Anatomy
 BI 206W/BI206WH Human Physiology
 MA 200 Elementary Statistics
 PE 201 Personal and Community Health
 PE 301/PE301H Kinesiology
 PE 302/PE302H Exercise Physiology
 PE 331 Weight Training Techniques and Instruction
 PS 101/PS101H Introduction to Psychology

COURSE OFFERINGS IN ATHLETIC TRAINING

AT 180 Fundamentals of Athletic Training (Laboratory Component)
 AT 188 Athletic Training Practicum I
 AT 189 Athletic Training Practicum II
 AT 201 First Aid and CPR/AED for the Professional Rescuer
 AT 280 Clinical Anatomy I
 AT 281 Clinical Anatomy II
 AT 283W Medical Terminology and General Medical Conditions in Athletic Training
 AT 288 Athletic Training Practicum III
 AT 289 Athletic Training Practicum IV
 AT 380/AT380H Orthopaedic Injury Evaluation I (Laboratory Component)
 AT 381 Orthopaedic Injury Evaluation II (Laboratory Component)
 AT 383 Therapeutic Modalities in Athletic Training (Laboratory Component)
 AT 385/AT385H Rehabilitation in Athletic Training (Laboratory Component)
 AT 387 Basic Pharmacology and Nutrition in Athletic Training
 AT 388 Athletic Training Practicum V
 AT 452 Senior Seminar
 AT 481/AT481H Organization and Administration of Athletic Training
 AT 488 Athletic Training Practicum
 AT 489 Athletic Training Practicum VI
 AT 490W Athletic Training Internship

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 rec-

PHYSICAL EDUCATION

reational activities at the beginning and intermediate levels for the general college student. Activity courses are open to all students except intercollegiate athletes in their respective sports. Participants who are members of intercollegiate teams throughout a complete season may earn one semester hour of activity credit for the experience. Total credit towards graduation is limited to two semester hours.

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. All physical education activity courses (except for PE 159 and PE 170) will have a lab fee of \$10.

Activity Courses

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 135 Ballet Dance
 PE 136 Tap Dance
 PE 137 Modern Dance
 PE 138 Jazz Dance
 PE 139 Aerobic Conditioning
 PE 140 Zumba
 PE 142 Musical Theatre Dance
 PE 143 Tap Dance II
 PE 144 Ballet Dance II
 PE 145 Lacrosse
 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 167 Group Fitness
 PE 170 Intercollegiate Athletics

Theory Courses

PE 200W 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 210/PE210H Basic Care and Prevention of Athletic Injuries
 PE 212 Theory and Practice of Coaching Football
 PE 213 Theory and Practice of Coaching Lacrosse
 PE 217 Net Games
 PE 218 Field and Court I
 PE 219 Field and Court II
 PE 222/PE222H Sport Literature and Communications
 PE 285 Medical Terminology
 PE 301/PE301H Kinesiology
 PE 302/PE302H Exercise Physiology
 PE 303W The Principles and Problems of Coaching
 PE 305 Sports Nutrition
 PE 307 Human Performance Laboratory
 PE 314/PE314H Health and Physical Education in the Elementary School
 PE 315 Physical Education for the Elementary Teacher
 PE 320A Measurement and Evaluation in Physical Education
 PE 322 Motor Behavior
 PE 323 Exceptional Child
 PE 324 Energy System Development

PHYSICAL EDUCATION/SPORT MANAGEMENT

PE 326 Strength Training and Fitness Program Design
 PE 329 Sport Law
 PE 330W/PE330H Sports and History
 PE 331 Weight Training Techniques and Instruction
 PE 400W/PE400H Management of Physical Education, Health, and Sports Programs
 PE 401 Strength and Conditioning Practicum
 PE 410/PE410H Psychology of Sport
 PE 413 Teaching School Health
 PE 414 Health and Physical Education in the Secondary School
 PE 452 Clinical Practice
 PE 453W Issues and Trends in Physical Education
 PE 454 Physical Education Seminar
 PE 490 Physical Education Internship
 PE 491 Coaching Internship
 PE 492 Strength and Conditioning Internship
 PE 493 Field Experience for Physical Education Majors
 PE 494 Sport Management Internship

SPORT MANAGEMENT MAJOR

Sport Management is an interdisciplinary major with required courses in Physical Education and Business Administration. In addition to completing the General Education Requirements, a student must complete the following required courses (36 semester hours):

Business Administration 207, 208, 300, 312, 341, Economics 200, 203, Physical Education 200, 222, 330, 400 and 410.

Also, a student must complete six to nine semester hours of elective courses including:

Business Administration 215, 220, or any Business Administration elective numbered 300 or above, or Economics 316 or Physical Education 494.

This major requires 3 hours of Writing Intensive Courses.



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 and Information Systems Security, 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 MAJOR

Biology majors at Limestone College may select from four academic concentrations appropriate to their interests and career goals and in preparation for additional post-graduate or professional education. These include the PreProfessional, Cell/Molecular, Organismal, and General Biology concentrations.

CORE REQUIREMENTS FOR ALL BIOLOGY MAJORS

All Biology majors must complete 20 hours of core requirements to include the following:

Biology 101 and 102, 282, 308, 459

ADDITIONAL REQUIREMENTS FOR ALL BIOLOGY MAJORS

"All Biology majors must also complete 20 additional hours of non-core Biology (BI) courses some of which are satisfied by specified requirements for each concentration. At least 20 total hours in Biology (core and non-core) must be completed at the 300-400 level. Biology majors must additionally complete 16 hours in Chemistry and/or Physics and 6 hours of Math, as specified in the concentration elected within the Biology major.

PRE-PROFESSIONAL CONCENTRATION

The Pre-professional concentration will prepare graduates for admission into doctoral-level health professions such as medicine, dentistry, optometry, and pharmacy. Required Biology courses for the Pre-Professional concentration include:

Biology 101, 102, 205, 206, 282, 308, 459

Students must take 12 additional hours of biology electives. Biology 303, 307, and Biology/Chemistry 440 are recommended electives for majors in the Pre-Professional concentration, although students should consult their advisor and their desired professional program when selecting Biology elective courses.

Required Math/Science courses for the Pre-Professional concentration include: Chemistry 110, and 111 with laboratory, Chemistry 303 and 304 with laboratory, Physics 201 and 202 with laboratory or Physics 301, and 302 with laboratory, Mathematics 122 and 205.

CELLULAR AND MOLECULAR BIOLOGY CONCENTRATION

This concentration in Biology will prepare students for careers in academic or industry laboratory settings as well as post-baccalaureate professional and graduate programs. Required Biology courses for the Cellular and Molecular Biology concentration include:

Biology 101, 102, 282, 307, 308, 459, Biology/Chemistry 440, 480

Students must take eight additional hours of biology electives.

Biology 480 (research/internship) is required for majors in the Cell and Molecular concentration.

Required Math/Science courses for the Cellular and Molecular concentration:

Chemistry 110, 111, 303 and 304
Physics 201, 202 or 301, 302

Mathematics 205 and 206 (MA 122 is currently a pre-requisite for MA 205)

It is recommended that majors in this concentration select Physics 301 and 302. Mathematics 200 and 319 or 301 is strongly recommended for those students intending to pursue post-baccalaureate education.

ORGANISMAL BIOLOGY CONCENTRATION

The Organismal Biology concentration will prepare students for careers with government agencies involved with the ecology and environment as well as post-baccalaureate professional and graduate programs in those areas. Required Biology courses for the Organismal Biology concentration include:

Biology 101, 102, 202, 203, 282, 308, 430, 459

Students must take eight additional hours of biology electives.

Biology 480 (research/field experience) is recommended for majors in the Organismal concentration, although students should consult their advisor and their desired graduate or professional program when selecting Biology elective courses.

Required Math/Science courses for the Organismal concentration include:

Chemistry 110 and 111

Mathematics 122 or 205, 200 and 319

Organismal concentration students must also complete an additional 8 hours of physics, 8 hours of chemistry or 4 hours of physics and 4 hours of chemistry from the following courses:

Physics 201 and 202 or 301 and 302

Chemistry 303 and 304

Biology/Chemistry 440

GENERAL BIOLOGY CONCENTRATION

The General Biology concentration serve students whose career goals or requirements lie outside any of the other concentrations, such as those for certain allied health professions and some post-baccalaureate programs. Required Biology Courses for the General Biology concentration include:

Biology Core

BI101, BI102, BI282, BI308, BI459

Eight hours of BI200 level or above electives

Twelve hours of 300-400 level or above BI electives

BIOLOGY/CHEMISTRY

Students should consult their advisor and their desired graduate or professional program to determine the selection of their recommended non-core courses.

Required Math/Science courses for the General Biology concentration include:

Chemistry 110, 111
Mathematics 200 and either Mathematics 122 or 205

General Biology students are required to take two additional non-biology science courses (chemistry or physics) and one additional math course OR three additional non-biology laboratory science courses, selected from the following

Physics 201 and 202, 301 and 302
Chemistry 303 and 304
Biology /Chemistry 440
Mathematics 205, 206 or 319

BIOLOGY MINOR

Requirements for the Biology minor are successful completion of 19 hours in Biology to include Biology 101, 102 and any additional Biology core or elective Biology courses at 200 level or above.

COURSE OFFERINGS IN BIOLOGY

BI 101/BI 101H Introduction to Biology I
BI 102 Introduction to Biology II
BI 107 Environmental Science (w/o Lab)
BI 108 Environmental Science (w/ Lab) BI 113 Human Biology
BI 114W/BI 114 WH Human Biology (w/ Lab)
BI 202/BI 202H Zoology
BI 203 Botany
BI 205/BI 205H Human Anatomy
BI 206/BI 206H Human Physiology
BI 282/BI 282H Genetics
BI 285 Medical Terminology
BI 303/BI 303H Comparative Anatomy
BI 307 Microbiology
BI 308 Molecular Cell Biology

BI 309 Exercise Physiology
BI 312 Anatomy and Physiology of Vascular Plants
BI 322 Entomology
BI 311 Human Performance Laboratory
BI 324 Forensic Biology
BI 320/BI 320 H Immunology
BI 430W/BI 430H Ecology
BI 440/BI 440H Biochemistry
BI 459 Capstone Course
BI 480 Undergraduate Research
BI 406/BI 406H Pathophysiology

CHEMISTRY MAJOR

The Chemistry major prepares students for graduate and professional programs, as well as careers in a variety of fields. The major requires a minimum of 38 semester hours of chemistry courses and a minimum of 14 hours of ancillary courses. The required courses include:

Chemistry 110-111, 201, 303-304, 401-402, 404: 452; Mathematics 205-206; and Physics 201-202 or Physics 301-302. A minimum of 3 additional semester hours of 300 or 400 level Chemistry courses are required.

This major requires 3 hours of Writing Intensive Courses.

CHEMISTRY MINOR

The following twenty semester hours are required for a minor in chemistry:

Chemistry 110-111, 303 and 304 and a minimum of 4 additional semesters hours of 300 or 400 -level Chemistry courses

COURSE OFFERINGS IN CHEMISTRY

CH 100 Fundamentals of Chemistry
CH 105 Essentials of Chemistry
CH 110-111 General Chemistry I
CH 201W Quantitative Analysis
CH 303-304 Organic Chemistry
CH 401-402 Physical Chemistry

CHEMISTRY/COMPUTER SCIENCE

PROGRAMMING CONCENTRATION

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

Computer Science Core, CS 205, 206, 303, 306, 330, 360, 403, 440, 470, Mathematics 150 or 205, Mathematics 230; plus one elective CS course.

COMPUTER AND INFORMATION SYSTEMS SECURITY CONCENTRATION

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

Computer Science Core, CS 205, 207, 208, 307, 309, 311, 404, 407, 409, 470, plus one elective CS course.

INFORMATION TECHNOLOGY CONCENTRATION

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

Computer Science Core, BA 315, 317; HI/CS 320; CS 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 CS courses. The following courses are required:

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

CH 404 Instrumental Analysis
CH 440/CH 440H Biochemistry
CH 480 Undergraduate Research
CH 452W Chemistry Seminar

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 (CS). 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-E-BUSINESS
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:

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

**INTERNET MANAGEMENT:
E-BUSINESS CONCENTRATION**

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

Computer Science Core, CS 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 CS courses. The following courses are required:

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

E-BUSINESS MINOR

The Business minor requires a minimum of 27 semester hours and completion of course requirements with a minimum 2.0 GPA.

Twenty-seven semester hours, including the following:

BA317; BA 341; BA/CS 342; CS 103, 110, 227, 234, 328, 429

**COMPUTER SCIENCE
SOFTWARE APPLICATIONS MI-
NOR**

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:

CS 102, 103, 105, 210, 211, and CS 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:

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

**COMPUTER AND INFORMATION
SYSTEMS SECURITY MINOR**

The Computer and Information Systems Security Minor is designed for the student who wants to learn the foundations, technology and techniques of computer and data security. The Computer and Information Systems Security 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:

CS 105, 201, 207, 208, 307, 311.

**COMPUTER SCIENCE
ASSOCIATE DEGREES****Computer Information Technology**

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

CS 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 18 semester hours of the following courses:

Business Administration/CS 102, CS 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:

CS 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**

CS 091 Computer Literacy
CS 102 Microcomputer Applications
CS 103H Basic Concepts of the Internet and the World Wide Web
CS 105 Introduction to Computer Science
CS 110 Survey of Programming Languages
CS 201 Operating Systems and Networking Fundamentals
CS 205 Programming I: Imperative Programming
CS 206 Programming II: Object Oriented Paradigm
CS 207 Cryptography & Access Control
CS 208 Telecommunications & Network Security
CS 209 Multimedia in the Classroom
CS 210 Word Processing and Desktop

Publishing Software
CS 211 Database Software
CS 212 Spreadsheet Software
CS 214 Presentation Software
CS 227 E-Business Technologies
CS 234 Web Page Development
CS 236 Introduction to Scripting
CS 242 Internet/Intranet Management
CS 303 Programming III: Advanced Algorithms and Data Structures
CS 304 Information Systems Analysis and Design
CS 305 Database Management
CS 306 Programming: IV: Advanced Programming
CS 307 Computer Compliance, Regulations, & Investigations
CS 309 Operations & Physical Security
CS 310 Office Application Programming VBA
CS 311 Information Security and Risk Management
CS 320 History of Business and Technology
CS 322 Implementing Internet/Intranet Firewalls
CS 326 Internet Database I: DBMS
CS 328 E-Business Applications Development
CS 330 Internet Programming II
CS 331 Internet Programming III
CS 335 Web Development Tools
CS 340 Internet Graphics
CS 342 Internet Marketing
CS 360 Programming V: Design and Structure of Programming Languages
CS 403 Theory of Computation
CS 404 Continuity and Disaster Recovery Planning
CS 405 Database Programming
CS 407 Application Security
CS 409 Security Architecture and Design
CS 425 Internet Security
CS 429 E-Business Operations and Management
CS 431 Internet Site Operations

CS 432 Internet Database II: Scripting
 CS 435 Internet Programming IV
 CS 440 Project Management for Programmers
 CS 441 Project Management for Information Technology
 CS 449 Special Topics in Internet Management
 CS 470W Capstone Project
 CS 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, 230, 301, 304W, 307, 308, 317, 320, 425 and 426:

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, 230, 304, 307, 308, 310, 317, 320, 350; Physics 201 and 202 or 301 and 302, CS 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 numbered MA 160 or above, of which at least six hours

must be 300-level or above, and which cannot include MA 350 or MA 452.

COURSE OFFERINGS IN MATHEMATICS

MA 092 Developmental Mathematics
 MA 093 Development Algebra
 MA 104 Recreational Mathematics
 MA 110 Mathematics for the Liberal Arts Student
 MA 115 College Algebra
 MA 116 Mathematical Analysis for Business, Economics, and Social Science
 MA 319 Intermediate Statistics
 MA 122 Precalculus
 MA 150 Introduction to Calculus for Business
 MA 160 Mathematical Logic and Set Theory
 MA 200 Elementary Statistics
 MA 205 Calculus I
 MA 206 Calculus II
 MA 230 Introduction to Linear Algebra
 MA 301 Ordinary Differential Equations
 MA 304W The History of Mathematics
 MA 307 Calculus III
 MA 308 Calculus IV

MA 310 Modern Geometries
 MA 317 Probability Theory and Applications
 MA 319 Intermediate Statics
 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 Clinical Practice

Below are additional course offerings in the Division of Natural Sciences:

COURSE OFFERINGS IN PHYSICS

PH 110 Introduction to Physics
 PH 201, 202 General College Physic I and II
 PH 301, 302 Physics with Calculus I and II

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/201WH 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, Health Care Administration, Human Resource Management. Majors and/or concentrations are offered in the following areas:

Business Administration

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

Health Care Administration

Human Resource Management

Training and Development

Minors are offered in Business Administration, Coaching, Health Care Administration, International Studies.

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 ADMINISTRATION MAJOR

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.

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
Finance
General Business
E-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 200, 207, 208, 215, 300, 310, 312, 315, 341, 452; Computer Science 105; Economics 203, 204; Mathematics 116 or above (except MA 200), for students transferring a math course prior to enrollment at Limestone College, MA 115 or above.

ACCOUNTING CONCENTRATION

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

- The Business Core Requirements.
- 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, 406, 436, or 491

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

- The Business Core Requirements.
- CS 110 and 201 are required plus nine semester hours from the following courses:
CS 103, 205, 206, 236, 242, 330, 331, 490.

Computer Science Software Applications

- The Business Core Requirements.
- CS 102 is required plus 12 semester hours from the following courses:
CS 210, 211, 212, 214, 405, or 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.

- The Business Core Requirements.
- 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, 218, 220, 316; Economics 211, 220, 307, 316, 334, 350, 360, or 492

FINANCE CONCENTRATION

This curriculum is designed to prepare students for positions in financial institutions such as commercial and investment

banks, in finance departments of major corporations, or with consulting firms. Through the Finance Concentration, students acquire knowledge about how firms make financial decisions and how these decisions affect individual organizations and society as a whole. Students also learn how firms acquire and allocate funds, how financial markets operate, and the role these markets play in economic welfare. The study of finance also includes the use of models to develop analytical approaches to problems.

- The Business Core Requirements.
- Business Administration 333, 334, are required, plus nine semester hours from the courses listed below.
Business Administration 221, 308, 330, 340, 360, 404, or 493

GENERAL BUSINESS CONCENTRATION

- The Business Core Requirements.
- 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.

- The Business Core Requirements
- CS103– Basic Concepts of the

BUSINESS ADMINISTRATION/MANAGEMENT

Internet and the World Wide Web,
CS227 – E-Business Technologies
CS234 – Internet Programming I
CS328 – E-Business Applications
Development
CS429 – 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 311, 318, 322, 323, 324, 346, 350, 401, 406, 411 or 494

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 329, 335, 342, 343, 345, 346, 360, or 495

BUSINESS ADMINISTRATION MINOR

Students must complete 18 semester hours in Business Administration and Economics including: Business Administration 207, 300, 341, and Economics 203 or 204.

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 including: Business Administration 207, 300, 341, and Economics 203 or 204. 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 104 Personal Money Skills
BA 200 Elementary Statistics
BA 207 Financial Accounting
BA 208 Managerial Accounting
BA 215W/BA 215H Business
Communication
BA 218 Students in Free Enterprise

BUSINESS ADMINISTRATION/ECONOMICS/HEALTH CARE

BA 220 Students in Free Enterprise
BA 221 Accounting Systems
BA 231W Technical and Professional
Writing
BA 300/BA 300H Principles of
Management
BA 305 Governmental and
Non-for-Profit Accounting
BA 308 Money and Banking
BA 310/BA 310H Ethical Issues in the
Workplace
BA 311 Staffing and Labor Relations
BA 312/BA 312H Business Finance
BA 315 Business Law I
BA 316 Business Law II
BA 317 Legal Issues in Technology
BA 318/BA 318H Small Business
Management
BA 319 Public Relations
BA 322 Human Resources
Management
BA 323 Organizational Behavior
BA 324 Managing Diversity in the
Workplace
BA 329 Branding
BA 330, 331 Intermediate
Accounting I and II
BA 332 Income Tax Accounting
BA 333 Intermediate Finance
Management
BA 334 Investments
BA 335 Integrated Marketing
Communications
BA 337 Cost Accounting
BA 340 International Finance
BA 341 Principles of Marketing
BA 342 Internet Marketing
BA 343 Principles of Advertising
BA 345 Consumer Behavior
BA 346 Sales Management
BA 350 Leadership in Organizations
BA 360 World Trade and
International Business
BA 401 Performance Management
BA 404 Cases in Finance

BA 406 Supply Chain Management
BA 411 Moral Leadership
BA 436 Auditing
BA 452W Business Policy
BA 491 Accounting Internship
BA 493 Finance Internship
BA494 Management Internship
BA 495 Marketing 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 302/302H Intermediate
Macroeconomics Analysis
EC 304, Health Care Economics
EC 307 Money and Banking
EC 316 Managerial Economics
EC 334 Investments
EC 350 United States Economic History
EC 360 World Trade and
International Business
EC 492 Economics Internship

HEALTH CARE ADMINISTRATION MAJOR

The Health Care Administration program prepares those anticipating a career in administrative positions in health care. Students will be exposed to all areas of health care administration including finance, legal issues, healthcare information systems, and economic issues surrounding the administration and delivery of health care. The curriculum is designed to prepare students to enter graduate school in business or Health Care Administration or in entry level jobs such as: Healthcare account manager, case manager, office manager, assistant hospital administrator, business development specialist, pharma-

ceutical sales, financial consultant, or reimbursement specialist. Students currently employed in the health care field may find that after completion of this program, they may advance to mid-level and upper-level positions.

- A. In addition to the general education requirements, the following courses are required: Business Administration 207, 208, 215, 300, 310, 312, 341; Computer Science 102; Economics 203; Health Care Administration 201, 301, 304, 315, 452; and Math 115 or 116 and 200.
- B. In addition to the required courses, students majoring in Health Care Administration are also required to take at least two of the following courses: Health Care Administration 310, 311, 410, 490
- C. Students must also select one of the following Business Administration Courses: 322, 323, 345, 350.

HEALTH CARE ADMINISTRATION MINOR

For a minor in Health Care Administration, 21 semester hours are required including:

Health Care Administration 201,
Two of the following Courses:
Business Administration 207,
300, Economics 203
Four of the following courses:
Health Care Administration 301,
304, 310, 311, 315, 410

COURSE OFFERINGS IN HEALTH CARE ADMINISTRATION

HC 201 Health Care Delivery in the United States
HC 301 Health Care Finance
HC 304 Health Care Economics
HC 310 Health Care Information Systems
HC 311 Politics of Health Care
HC 315 Health Care Law
HC 410 Health Care Quality Management & Outcome Analysis
HC 452 Health Care Policy
HC 490 Health Care Internship
HC 491 Health Care Internship
Note: HC 490 is 3 credit hours and HC 491 is 6 credit hours

HUMAN RESOURCE MANAGEMENT MAJOR

The Human Resource Management major prepares students for the complex nature of human resources. Students will be exposed to all areas of Human Resources to prepare them to take the Human Resource Certification Test. The curriculum is designed to prepare students to enter jobs such as: training instructors, job evaluation specialists, benefits supervisors, human resource managers and specialists, compensation managers, or recruiting managers. In addition to the major in Human Resource Management, all students will also receive a minor in Business Administration.

A. In addition to the General Education Requirements, the following Human Resource Management courses are required: Business Administration 207, 208, 215, 300, 310, 315, 316; Computer Science 102; Economics 203; Human Resources 303, 311, 401, 420, 452; Math 115 or 116 and 200; and Psychology 101.

B. In addition to the required courses, students majoring in Human Resource Management are also required to take 9 semester hours from the following courses: Business Administration 220, 318, 323; Human Resource 305, 324, 350, 490.

TRAINING AND DEVELOPMENT CONCENTRATION

The curriculum is designed to prepare students for entry-level positions in the training and development fields of Human Resources. These positions may include instructors, training materials developers, and training managers.

In addition to the Human Resource Management Core requirements, nine semester hours in Training and Development courses are required from the following list: Computer Science 214; Human Resource 201, 305, 450, 490.

COURSE OFFERINGS IN HUMAN RESOURCE MANAGEMENT

HR 101 Introduction to Adult Education in the Workplace
HR 201 Training Material Design
HR 209 Multimedia in the Classroom
HR 303 Compensation and Benefits
HR 304 Educational Psychology
HR 305 Organizational Development
HR 309 Tests and Measurements
HR 311 Staffing and Labor Relations
HR 324 Managing Diversity in the Workplace
HR 350 Leadership in Organizations
HR 354 Teaching in the Adult Environment

HR 401 Performance Management
HR 420 Staff Development and Training
HR 450 Advanced Human Resource Development
HR 452 Strategic Human Resource Management
HR 490 Human Resource Internship

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, or Spanish 101, 102, or Spanish 201, 202

Cultural and Historical Perspectives (3 semester hours)

Choose one courses from the following: English 206, 310, History 303, 321, 325, 339, 346 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, 342.

COURSE OFFERINGS IN INTERNATIONAL STUDIES

IS 150 Global Issues
IS 250 Cross Cultural Communications
IS 360 World Trade and International Business

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, Sociology, and Military Science.

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, Military Science, and Psychology.

It is recommended that students majoring in Social Work study a foreign language.

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 courses that are 300 level 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/CJ301H Law Enforcement Theory, Process and Practices
CJ 310 Juvenile Justice
CJ 321 Theories of Criminal Justice
CJ 325 Ethics in Criminal Justice
CJ 330W Corrections Theory, Process and Practices
CJ 335 Courts Theory, Process and Practices
CJ 340 Criminal Procedures
CJ 345 Community Corrections
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 Criminal Justice Internship

PSYCHOLOGY MAJOR

The Limestone Psychology program prepares graduates to work in many different areas including, but not limited to, Human Services, Management, Mental Health, Research, Human Resources, Education, and Health Care. Students are also prepared for graduate work in a number of subfields of psychology.

The Psychology Program goal is for students to become well informed about Psychology. To meet this goal Psychology Majors and Minors will be able to 1) identify basic issues in the study of Psychology; 2) explain ethical principles; 3) recognize cultural and social diversity; 4) apply methods of empirical research; 5) describe the fields of applied psychology; 6) trace the development of psychology as a science and as a profession; 7) compare influential theories and basic perspectives in psychology; and 8) describe the physiological and mental processes in human behavior.

B.A. DEGREE

A minimum of 39 semester hours in psychology courses, including the following:

Psychology 101, PS/MA 200, PS 318, and PS 452; and

A minimum of 3 semester hours selected from the following courses:

Psychology 204, 309, or 320

A minimum of 3 semester hours selected from the following courses:

Psychology 210, 306, 314, or 406

A minimum of 3 semester hours selected from the following courses:

Psychology 304, 305, or 311

A minimum of 3 semester hours selected from the following courses:

Psychology 301, 302, 303, 307, or 400
An additional 15 hours of any psychology courses: students may also take SW 310 to count for these 15 hours.

B.S. DEGREE

A minimum of 45 semester hours in psychology courses including the following:

PS 101, 200, 303, 305, 306, 311, 314, 318, 319, 406, and 452; and

A minimum of 3 semester hours in psychology courses selected from the following

PS 204, or 309, or 320; and

A minimum of 9 semester hours from any other psychology course or SW310.

PSYCHOLOGY MINOR

A minimum of 18 semester hours in psychology, including the following:

Psychology 101

A minimum of 3 semester hours selected from the following courses:

Psychology 204, 309, or 320

A minimum of 3 semester hours selected from the following courses:

Psychology 210, 306, 314, or 406

A minimum of 3 semester hours selected from the following courses:

Psychology 304, 305, or 311

A minimum of 3 semester hours selected from the following courses:

Psychology 301, 302, 303, 307, or 400

A minimum of 3 semester hours selected from the following courses:

Any Psychology course or SW310

Note: A grade of "C" or better must be earned in all Psychology coursework for a Psychology major or minor.

PSYCHOLOGY/SOCIAL WORK

COURSE OFFERINGS IN PSYCHOLOGY

PS 101/PS 101H Introduction to Psychology
PS 105 Psychology of Adjustment
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
PS303 Health Psychology
PS 304 Educational Psychology
PS 305/PS305H Learning and Memory
PS 306/PS306H Behavior Disorders
PS 307/307H Social Psychology
PS 309 Tests and Measurements
PS 311 Cognitive Psychology
PS 314/PS314H Biopsychology
PS 318 Research Methods
PS 319 Experimental Thesis
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 MAJOR

A. A Social Work major consists of 52 semester hours. Courses in the 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 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

SOCIAL WORK/MILITARY SCI/POLITICAL SCIENCE/SOCIOLOGY

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 205W Human Behavior and the Social Environment I
SW 206 The Influence of Sexual Factors on Behavior
SW 207 Gerontology
SW 208W Human Behavior and the Social Environment II
SW209 Practice with Culturally Diverse Populations
SW 212 Child Maltreatment and Family Preservation
SW 214 Out of Home Care and Permanency Planning
SW 230 Social Work Ethics
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
SW 310 Domestic Violence
SW 350 Social Work Research
SW 420a, 420b, 420c, 420d Field Practicum
Note: Transfer Credit will be awarded for SW 301, 304 or Field Practicum only if taken within nine years of projected date of graduation.

MILITARY SCIENCE MINOR

Twenty-three total semester hours are required for the minor. The follow-

ing courses are required: MS 111, 112, 211, 212, 401; two semesters of foreign language; PE 287; choose two Electives; PL 211, CJ 325, BA/PL 310, HI 339, 341, 342, 343, 344, 345, 350; PO 242, 342, 440; PE 201, RE 210.

COURSE OFFERINGS IN MILITARY SCIENCE

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

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 201/201H Introduction to Sociology
SO 202 Contemporary Social Problems

COURSE DESCRIPTIONS

Note: All courses in the catalog may be offered either in the classroom or on the internet.

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 - Drypoint
- AR100G Studio Experiences - Silkscreen
- AR100 H Studio Experiences - Ceramics
- AR100I Studio Experiences - Jewelry
- AR100J Studio Experiences - Watercolor
- AR100K Studio Experiences - Crafts
- AR100L Studio Experiences - Monoprinting
- AR100M Studio Experiences - Weaving
- AR100N Studio Experiences - Drawing

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. Lab Fee. 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 103 2D 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

A beginning Graphic Design course focusing on design's formal structures bridging the gap between software and visual thinking. Students will become familiar with the Adobe Design Software through a series of projects that utilize design fundamentals and introduce the concepts of creative problem solving. Prerequisites: Art 101 or 102 and Art 103. Lab Fee. Credit, 3 hours.

AR 200 Photography

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. Traditional dark room and digital will be discussed. Students must furnish a 35 mm camera having manual controls. Lab fee. Credit, 3 hours.

AR 201 Advanced Drawing

An advanced drawing course emphasizing image development by compositional

and structural analysis. Prerequisites: Art 101, 102 and 103. (This course is highly recommended). Lab Fee. Credit, 3 hours.

AR 202 Water Color

An introductory course in basic techniques of watercolor painting. Lab fee. Credit, 3 hours. Prerequisites: Art 101 or 102 and 103

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, or 102 and 103. Lab fee. Credit, 3 hours.

AR 208 Fundamentals of Sculpture

A 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

A fundamental course in hand-built forms, firing, and clay formulation. Lab fee. Credit, 3 hours.

AR 211 Ceramics II

A fundamental course in throwing on the potter's wheel and in glaze formulation. Art 210 recommended. Lab fee. Credit, 3 hours.

AR 213 Crafts

An introductory course in various craft techniques from historical to contemporary. Lab Fee. Credit, 3 hours.

AR 220 Typography and Visual Communication

This course explores the ways typography shapes content into coherent and flexible systems. Legibility, emphasis, hierarchy, personal expression and appropriateness are developed through designing letters, words and text. Students will learn the principles of clear, strong, and effective typographic messaging using current

design applications and technology. Projects will investigate design as rhetoric, information and artwork. Prerequisites: Art 101 or 102, 103, 120 and CS 102. Lab fee. Credit, 3 hours.

AR/CS 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: CS 103. Credit, 3 hours.

AR 240/AR 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/AR 250H 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/AR 260H 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 Painting II

This second course in painting allows individual development in design and painting techniques acquired in Art 203. A Choice of oil or acrylic will be made with prior consent of instructor. Prerequisites: Art 101, 102, 103, and 203. Lab Fee. Credit, 3 hours.

AR 305 Printmaking and Design Techniques

An introductory studio course in printmaking and the printing process. Prerequisites: Art 101 or 102 and 103. Lab fee. Credit, 3 hours.

AR 320 Publication Design

This course examines the design and production of magazines, books and brochures. Written dialogue, photography and design are combined creating layouts using clear and appropriate design vocabulary. Through a series of interrelated projects students learn how to research, analyze and organize content. The relationships and collaboration of writers, designers, and editors is discussed. Computer skills are developed utilizing the image and page layout software of the Adobe Software Suite. Prerequisites: Art 101 or 102, Art 103, 120, Art 220 Lab Fee. Credit, 3 hours.

AR 370/AR 370H Contemporary Art History

A writing intensive study of art from 19th-Century Neo-Classicism and Romanticism to the art of the present. Prerequisites: Art 250 and 260 or by permission of the instructor. Credit, 3 hours.

AR 403 Painting III

An advanced course in painting requiring the completion of a series of problems in structure, image, and idea. Prerequisites: Art 101, 102, 103, 203 and 303. Lab Fee. Credit, 3 hours.

AR 440 Senior Seminar in Drawing

An Upper-level drawing course emphasizing development of each student's personal style, media choice, imagery and concepts. Credit, 3 hours. Prerequisites: AR101, 102, 103 and 201.

AR 470 Studio Problems

Juniors and seniors may select up to nine (9) hours from the following areas:

Drawing, Painting, Printmaking, Crafts, Ceramics, Photography, and Graphics. 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, Drawing, Photography, and Crafts. Credit, 3-9 hours.

NOTE:

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 - Graphic Design
AR470E Studio Problems - Basketmaking
AR470F Studio Problems - Dry Point
AR470G Studio Problems - Silk-screen
AR470H Studio Problems - Ceramics
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

AR 480 Art Internship

An 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/AR 490H Senior Art Exhibit

A writing intensive course requiring a thesis, digital record of senior production, a resume, and a senior exhibit. The Departmental exit exam will be administered during this class as a class requirement. Credit, 3 hours.

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 two hours of laboratory per week. Prerequisites: Open to prospective athletic training students or by permission of the Program Director. Lab Fee: \$60. Credit, 3 hours.

AT 188 Athletic Training Practicum I

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 180, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 180, admission to the Athletic Training Program, and/or permission of the Program Director. Lab Fee: \$60. Credit, 1 hour.

AT 189 Athletic Training Practicum II

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned

in Athletic Training 201 and 283, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 188 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. Students must pass certification requirements in order to progress within the Athletic Training Program. Prerequisite: Athletic Training 180, admission to the Athletic Training Program, and/or permission of the Program Director. Lab Fee: \$60. Credit, 3 hours.

AT 280 Clinical Anatomy I (formerly AT 202A)

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included in this course are palpation, range of motion testing, manual muscle testing, circulation testing, and neurological testing. These topics will be addressed for the shoulder, upper arm, hip, thigh, pelvis, cervical spine, head, face, eyes, ears, nose, and throat. Prerequisites: Biology 205, admission to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 380. Credit, 2 hours.

AT 281 Clinical Anatomy II (formerly AT 202B)

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included in this course are palpation, range of motion testing, manual muscle testing, circulation testing, and neurological testing. These

topics will be addressed for the knee, lower leg, ankle, foot, spine, trunk, wrist, hand, fingers, and elbow. Prerequisites: Biology 205, admission to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 381. Credit, 2 hours.

AT 283W 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: Athletic Training 180, admission to the Athletic Training Program, and/or permission of the Program Director. Credit, 3 hours.

AT 288 Athletic Training Practicum III

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 280 and 380, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 189 and/or permission of the Program Director. Credit, 1 hour.

AT 289 Athletic Training Practicum IV

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 281, 381, and 383, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 288 and/or permission of the Program Director. Credit, 1 hour.

AT 380/AT380H 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 spine injuries as they relate to various aspects of sports medicine trauma. Three hours of lecture and one hour of laboratory per week. Prerequisites: Biology 205, admittance to the Athletic Training Program and/or permission of the Program Director. Co-requisite: Athletic Training 280. Credit, 3 hours.

AT 381 Orthopaedic Injury Evaluation II

This course is a study in the clinical evaluation and treatment of wrist, hand, elbow, forearm, knee, patellofemoral joint, knee, lower leg, foot, ankle, and 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. Prerequisites: Biology 205, admittance to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 281. 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. Three hours of lecture and one hour of laboratory per week. Prerequisites: Athletic Training 380, 381, Biology 205 and 206, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 3 hours.

AT 385W/AT385H 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. Three hours of lecture and one hour of laboratory per week. Prerequisites: Athletic Training 380 and 381, 383, Biology 205 and 206, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 3 hours.

AT 387 Basic Pharmacology and Nutrition in Athletic Training

(formerly AT 325)

The intent of this course is to introduce students to various pharmaceutical agents and nutritional concepts used in the prevention and treatment of injuries, illnesses, and medical conditions of the physically active. Prerequisites: Admittance to Athletic Training Program, and/or permission of the Program Director. Credit, 3 hours.

AT 388 Athletic Training Practicum V

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 201 and 385, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 289 and/or permission of the Program Director. Lab Fee: \$25. Credit, 1 hour.

AT 452 Senior Seminar

This course is the capstone course for the Athletic Training Major. In this course, students will review and discuss athletic training coursework, current issues and trends in the profession, and research methodology in preparation to challenge

the BOC Examination. Prerequisites: Senior status, admittance to Athletic Training Program, and/or permission of Program Director. Lab Fee: \$60. Credit, 2 hour.

AT 481/AT481H Organization and Administration of Athletic Training

(formerly AT 480)

This course educates students in the preparation of planning, designing, developing, organizing, programming, implementing, directing, and evaluating athletic training programs. Prerequisites: Admittance to the Athletic Training Program, and/or permission of the Program Director. AT 180. Credit, 3 hours.

AT 488 Athletic Training Practicum

In this course, students will be assigned to a preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Senior status and/or permission of the Program Director. Credit, 1 hour.

AT 489 Athletic Training Practicum VI

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 387 and 481, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 388 and/or permission of the Program Director. Credit, 1 hour.

AT 490 Athletic Training Internship

The student is placed in a high school or college setting to gain work-related experience consistent with the athletic training field of study. Off campus Internships are held at an institution that has been established as an affiliate clinical site and students are directly supervised by a Clinical Preceptor. Students are required to meet for one hour each week with the assigned

instructor of this course. Students supply own transportation. Prerequisites: Senior status, a minimum cumulative 2.5 grade point average and be in good standing with the Athletic Training Program and in accordance with the ATS Code of Conduct. This internship is only available for six credit hours which equates to a minimum of 250 clinical hours. Credit, 6 hours.

Please note: The Athletic Training Program defines Clinical Preceptor as a certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

COURSE OFFERINGS IN BIOLOGY

BI 101W/ BI 101WH Introduction to Biology I

An introduction to the basic concepts in biology, covering the chemical basis of life, the cell, cellular respiration and 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 Biology 101 or 102 to fulfill their two-course general education science requirement. Prerequisite: satisfactory completion of or exemption from EN 090. Biology 101 is a pre-requisite for Biology 102. Lab Fee. Credit, 4 hours.

BI 102W/BI 102H Introduction to Biology II

A continuation of BI 101, covering evolution, animal and 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 com-

bination with either Biology 101 or 102 to fulfill their two course general education science requirement. Prerequisite: a passing grade in Biology 101 or permission of instructor. Lab Fee. Credit, 4 hours.

BI 107W Environmental Science (w/o Lab)

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.) Credit, 3 hours.

BI 108W Environmental Science (w/ Lab)

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 one two-hour lab per week. Lab fee. Credit, 4 hours.

BI 113W Human Biology (w/o Lab)

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 are 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 114/BI 114H Human Biology

(w/lab)

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 are 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. Lab fee. Credit, 4 hours.

BI 202W/BI 202WH Zoology

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 or permission of instructor. Lab fee. Credit, 4 hours.

BI 203W/BI 203WH Botany

An introduction to the basic concepts in botany, covering the structure and function of plants, including plant cells and tissues, photosynthesis and respiration, growth, reproduction, ecology, evolution and classification of plants. Laboratory required. Three hours of lecture and two hours of laboratory per week. Prerequisite: passing grade in Biology 101 and 102 or

permission of instructor. Lab fee. 4 hours credit. Lab fee. Credit, 4 hours.

BI 205W/BI 205WH Human Anatomy

A study of the structure of the systems of the human body, including skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Three hours of lecture and two hours of laboratory a week. Prerequisite: Biology 101 or permission of instructor. Lab fee. Credit, 4 hours.

BI 206W/BI206WH Human Physiology

A study of the functions of the systems of the human body, including skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Three hours of lecture and two hours of laboratory a week. Prerequisite: Biology 205 or permission of instructor. Lab fee. Credit, 4 hours.

BI 282W/BI 282WH Genetics

Explores the mechanisms of inheritance which underpin our understanding of all life processes and the evolution of all eukaryotic and prokaryotic cells and viruses. Topics include the history of genetics, asexual and sexual reproduction, mitosis and meiosis, Mendelian and non-Mendelian inheritance, probability, genotype and expression of phenotype, determinants of sex, pedigree analysis, DNA and RNA structure, causes and impacts of mutation, environmental and epigenetic impact on phenotype and natural selection, microbial transfer of genetic material, medical genetics and applications of bioinformatics and genomics. A required three hour weekly laboratory emphasizes data collection and statistical analysis. Prerequisites: Successful completion of BI101 and BI102 or permission of instructor. Lab fee. Credit, four hours.

BI 285W Medical Terminology

A review of human anatomy and physiology through the study of prefixes, suffixes, and word roots, diagnostic and symptomatic terminology, and diagnostic and therapeutic procedures. Students will learn to interpret, pronounce, and utilize appropriate medical terminology and documentation in a variety of formats. This course is not applicable for Athletic Training Majors. (Same as PE 285). Prerequisites: English 101 or 103H. Credit, 3 hours.

BI 303W/BI 303WH Comparative Anatomy

Presents a comparative and comprehensive study of the anatomy and development of the phylum Chordata with emphasis on the subphylum Vertebrata. Phylogeny, evolutionary relationships, and anatomy by system are emphasized. Laboratory studies are designed to refine dissection skills while illustrating lecture topics. Prerequisites: Successful completion of BI101, 102, 202 or 205 or permission of instructor. Lab fee. Credit, four hours.

BI 307 W 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. Three hours of lecture and two hours of laboratory per week. (Same as PE 307). Prerequisites: Biology 101-102, or permission of the instructor. Lab fee. Credit, 4 hours.

BI 308W Molecular Cell Biology

An in-depth study of the molecular processes and mechanisms of eukaryotic cells, emphasizing the integration and coordination of diverse cellular processes. Topics include: transcription, translation,

cellular organization and ultrastructure, introductory bioenergetics, eukaryotic transcription and translation, membrane transport, cellular communication and signal transduction, control of genetic expression, cell cycle regulation, modification and transport of cellular products. Laboratory sessions emphasize molecular and cellular laboratory techniques. Prerequisites: Successful completion of Biology 101, 102, 282, Chemistry 110, concurrent enrollment or completion of Chemistry 111 or permission of instructor. Three lecture and three laboratory hours per week. Lab fee. Credit, 4 hours.

BI 309W Exercise Physiology

Study of the responses and adaptations of body systems to activity stress (same as Physical Education 302). Prerequisite: Biology 206 or permission of instructor. Credit, 3 hours.

BI 311W Human Performance Laboratory

Allows students to observe and participate in standard laboratory exercises for the sport and exercise sciences including exercise physiology, kinesiology and motor learning. Prerequisites: BI 205 and 206, Prerequisite or co-requisite: PE 301, PE302/BI309 or PE322. Lab fee. Same as PE 307). Credit, one hour.

BI 312W Anatomy and Physiology of Vascular Plants

A study of plant structure and functions, this course deals with plant growth, 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. Prerequisites: Biology 101 and Biology 102 or permission of the instructor. Lab fee. Credit, 4 hours.

BI 320W Immunology

Examines the molecular and cellular basis of immune function including the general properties of immune responses in maintaining homeostasis; cells and tissues of immune system; lymphocyte activation and specificity; differential immune effector mechanisms in immunity to microbes; immunodeficiency and AIDS; autoimmune disease; cancer immune-surveillance; transplantation immunology; and immunotherapy. A weekly three hour laboratory emphasizes cell isolation and culture as well as biochemical and molecular techniques used in clinical immunology functional studies and research. Prerequisites: BI282 and CH110-111. Previous or concurrent enrollment in BI307 highly recommended. Lab fee. Credit, four hours.

BI 322 Introductory Entomology

A study of insects and other important arthropods, including the anatomy, physiology, behavior, development, classification, nomenclature, and identification. An order by order cladistic approach will be used to cover ecologically, economically, and medically important taxa. Pre-requisites: Biology 101 and 102, 202 is recommended or permission of instructor. Three lecture and two laboratory hours per week. Lab Fee. Credit, 4 hours.

BI 324W Forensic Biology

Examines the application of biological principles and techniques to legal and forensic investigations to include examinations of human anatomical and physiological factors and changes; blood typing, genotyping and PCR; microbiological, entomological, botanical and environmental agents 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. Pre-requisites: BI114 or BI 205/206/282 and at least one semester of Chemistry with laboratory above CH105. Lab fee. Credit, four hours.

BI 406 Pathophysiology

Provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is on fundamental disease mechanisms and interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. Course topics include the etiology, physical signs and symptoms, prognosis, and complications of major human diseases and their management. A weekly three hour laboratory emphasizes gross anatomy and histology of tissues compared with gross and clinical pathology and histopathology in disease states. Prerequisites: BI205, BI206, BI282 and CH110-111. Previous or concurrent enrollment in BI 307 highly recommended. Lab fee. Credit, 4 hours.

BI 430W/BI 430WH Ecology

An examination of 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 and students will design and complete independent research projects. One three hour laboratory per week, possibly with off-campus trips for field study. Prerequisites: Biology 101, 102, 202, 203 Mathematics 200; Biology 282, Mathematics 319 or permission of instructor. Lab fee. Credit, 4 hours.

BI 440/BI 440H Biochemistry

A detailed study of the major metabolic

pathways in the eukaryotic cell. Topics include the metabolism of amino acids, proteins, nucleic acids, carbohydrates and fatty acids. Enzyme kinetics, and metabolic regulation, thermodynamics and enzyme mechanisms will also be addressed. The laboratory portion includes molecular and cellular laboratory techniques with an emphasis on separation and quantitation. This course may be accepted in lieu of Chemistry 304 for a Biology major. (same as CH 440/CH 440H). Prerequisites: Biology 101, 102, 282, 308, Chemistry 110, 111, Recommended Chemistry 303 or permission of instructor. Three lecture and three laboratory hours per week. Lab Fee. Credit 4 hours.

BI 459W Capstone

Students will use their knowledge of biological molecules, structure-function relationships, genetics, and the interaction of organisms with their environments to explore how evolutionary forces have shaped the diversity of the biotic world. ALL other required biology courses must be completed or must be in the process of completion to enroll in this course. Assessment of biology program goals will occur in this course. (Offered spring semester only). Includes required reading section. Credit, 4 hours.

BI 480 Undergraduate Research

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: CS 091. Lab fee. 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: Computer Science 091. Credit, 3 hours.

BA 103/BA103H 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 104 Personal Money Skills

(Formerly BA 325)

A study of money skills including developing smart money strategies and achieving monetary independence. The course will also cover insurance, transportation, investment, identity protection, and retirement planning. 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 092 or above, or exemption from Mathematics 092. 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 deci-

sion-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/BA 208H 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 215W/BA 215H Business Communications

A study of communication theory and its practical applications in the business world. The course provides practice in the various communication methods used in a business environment. Writing topics covered include style, memos, letters, e-mail, resumes, and research. Prerequisite: English 102 (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 entre-

preneur plays in the free market system. Credit, 3 hours.

BA 221 Accounting Systems

Students develop competence with the Accounting Cycle, and utilize business forms to initiate and record common business transactions. Students use accounting software to enter, retrieve, and modify data, and prepare periodic financial statements. Prerequisite: BA 207. Offered in spring semester. Credit, 3 hours.

BA 231W 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/BA 300H 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 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 221. (This course is taught every other

year in the spring semester, alternate years to Business Administration 436) Credit, 3 hours.

BA 308 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. (Same as Economics 307.) Prerequisites: Economics 203 and 204. Credit, 3 hours.

BA 310/BA 310H Ethical Issues in the Workplace

The primary objectives are to expose the student to many of the significant inter-relationships, issues, philosophies, and points of view which affect the relationship between business and society. (Same as Philosophy 310.) Credit, 3 hours.

BA 311 Staffing and Labor Relations

In this course, students will be exposed to all aspects of the hiring process and labor relations including legal issues, forecasting, job analysis, recruiting, assessment of candidates, and staffing evaluation. (Same as Human Resource 311) Prerequisite: BA300. 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 BAII+ Model is recommended. Prerequisites: Business Administration 207, 208, Credit, 3 hours.

BA 315/BA315H 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/BA 318H 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: Business Administration 300 or permission of the instructor. Credit, 3 hours.

BA 319 Public Relations

This course focuses on public relations and issues impacting that vital business function including: the effective practice of communication between organizations and their publics; the study of public opinion research, media relations, public communication campaigns, and consumer

identity; and representational ethics. Students may write news releases, conduct surveys, and design integrated campaigns. Pre-requisite: EN 102 or EN 103.

BA 322 Human Resources

Management

A study of human resource management functions including planning, recruitment, selection, training, performance evaluation, compensation, and motivation. Pre-requisite: Business Administration 300. Credit, 3 hours.

BA 323/ BA323H 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 324 Managing Diversity in the Workplace

This course will entail readings, cases, discussions, research, guest speakers and exercises so students may understand the complexity of managing diversity in an increasingly diverse workplace. (Same as Human Resource Management 324). Prerequisite: Business Administration 300. Credit, 3 hours.

BA 329/BA 329H Branding

This course focuses on brands, brand equity, and strategic brand management. Students will explore a comprehensive theoretical foundation on branding as well as learn various techniques and practical insights that will help in making short and long-term brand decisions. Tactical guidelines for planning, building, measuring, and managing brand equity will be addressed. Prerequisite: Business Administration 341 Principles of Marketing. 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: Business Administration 207 and 221. Prerequisite for Business Administration 331: Business Administration 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 333/BA 333H Intermediate Financial Management

This course will cover concepts including, but not limited to financial statement analysis, economic and market value added, strategic corporate investment decisions, capital budgeting, cost of capital, risk analysis, long term financing, capital structure, dividend policy, leasing, a brief discussion of initial and seasoned offerings and financial restructuring, as well as a discussion of working capital management and financial distress. Prerequisite: Business Administration 312. Credit, 3 hours.

BA 334 Investments

The course is designed to acquaint students with the types of investment products, tools, and techniques that are available to help the individual investor meet his/her goals. The topics covered will include: investment alternatives, organization and regulation of securities markets,

securities valuation, portfolio theory and management. (Same as Economics 334). Prerequisite: Business Administration 312. Credit, 3 hours.

BA 335/BA335H Integrated Marketing Communications (IMC)

Integrated Marketing Communication (IMC) is the planning, creation, integration, and implementation of all forms of marketing communication processes such as advertising, sales promotion, publicity, personal selling, and special event planning to build a strong brand relationship. IMC is concerned with all contact points a customer will have with a brand and delivers a consistent message across all. Prerequisite: Business Administration 341. Credit, 3 hours.

BA 337/BA337H 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 340/BA 340H International Finance

A practical understanding of foreign exchange markets, international monetary markets, and international capital markets. The course focuses on the concepts of currency arbitrage, risk management, cash management, international debt and equity financing, and capital market behavior. Prerequisites: Business Administration 312. Credit, 3 hours.

BA 341/BA341H 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

This course focuses on e-marketing planning, marketing mix functions, legal and global environments, customer relationship management, and social media from a strategic perspective. It examines how successful companies have changed the way they market through a strong Internet presence. Prerequisite: Business Administration 341. Credit, 3 hours.

BA 343/BA343H Principles of Advertising

Principles of Advertising will allow students to investigate beyond a rudimentary level the basics of advertising and its impact on their world today. Business Administration 341 Principles of marketing touches briefly on the subject of advertising and other marketing topics; however, Principles of Advertising will give students a more in-depth look at current trends and practices, offer an historical perspective on advertising, and address global issues in advertising. Understanding advertising and its impact on the global business environment and to oneself is essential. Prerequisite: Business Administration 341. Credit, 3 hours.

BA 345/BA 345H 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/BA 346H 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 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. Prerequisite: Business Administration 300. (Same as Human Resource 350) Credit, 3 hours.

BA 360/BA 360H 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.

BA401 Performance Management

Performance management begins with strategic planning of organizational objectives and systems, and extends to the development of closed-loop process from goal setting to feedback. This course also examines the influence of human performance elements (such as quality of work life, rewards and recognition, job design, team building, and participative management) on organizational performance. (Same as Human Resource 401). Prerequisite: BA300. Credit, 3 hours

BA 404 Cases in Finance

This case-centered course reinforces, extends, and applies the concepts, techniques

and theories of financial management. The cases deal with issues such as leasing, accounts receivable policy, credit policy, multinational financial management, and leveraged buyouts. Students should learn by study and analysis outside the classroom and by active participation in class discussion. Students will have the opportunity to improve their written and oral communication skills. Prerequisite: Business Administration 333. Credit, 3 hours.

BA 406 Supply Chain Management

A detailed study of the concepts, processes, and strategies used in the development and management of global supply chains. Supply-chain management is a systems approach to managing the entire flow of information, materials, and services from raw material suppliers through factories and warehouses to the final end-customer. A major objective of this course is to analyze the supply chain and minimize the associated costs throughout the process. Prerequisites: MA 115 or above and BA 300 or permission of the instructor.

BA 411 Moral Leadership

The courses examines leadership, moral challenges and issues using novels, plays, short stories, movies, and historical accounts. The course provides an opportunity for students to understand how morally charged situations develop and how they are produced through the choices we make. The course will help student's develop skills in moral discernment and judgment and to further develop the student's definition of moral leadership. Prerequisites: Business Administration 310. 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. Prerequisite: Business Administration 221. Credit, 3 hours.

BA 452/ BA 452H 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, 215, 300, 310, 312, 315, 341; Economics 203 and 204. Lab Fee. Credit, 3 hours.

BA 491-495 Business Internships

The student is placed in a private or public enterprise to gain work-related experience. 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. A student may take up to 6 semester hours of an internship (in the same field or different field). Internships require senior status, a minimum 2.8 grade point average, and recommendations from two Business Department professors. Credit, 3-6 hours. Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN CHEMISTRY

CH 100 Fundamentals of Chemistry

Introduction to the principles of chemistry. Topics include: atomic and molecular structure and chemical bonding, stoichiometry, properties of the states of matter, dimensional analysis, and energetics of chemical reactions with emphasis on problem solving, conceptual understanding, and analytical reasoning. Three hours lecture per week. Prerequisite: Mathematics 093. Credit, 3 hours.

CH 105 Essentials of Chemistry

A survey of chemistry, including basic theories from General Chemistry, Organic Chemistry, and Biochemistry. The physical and chemical properties of relevant substances will also be discussed. This course is designed for non-science majors whose professional objectives are in the allied health field. May be taken by liberal arts students. Three hours of lecture and a two hour laboratory period a week. Prerequisites: recommended MA 093 Developmental Algebra; 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; thermodynamics 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: Chemistry 100 and Mathematics 115 or permission of instructor. Lab fee. Credit, 4 hours. Prerequisites: Chemistry 100 and Mathematics 115 or permission of instructor. 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 chemistry 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 206. (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/CH 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.) Lab fee. Credit, 4 hours.

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.

CH 452W Chemistry Seminar

Students will utilize their chemical knowledge and investigate the scientific literature. Students will develop skills in critically analyzing primary sources. Experience will be gained in preparing reports and giving presentations. A minimum of 28 semester hours of chemistry major courses must be completed prior to taking this course. Prerequisite: permission of instructor. 3 credit hours.

COURSE OFFERINGS IN COMMUNICATION

Note: CM 404- CM 404K are offered at selected sites for individuals with baccalaureate degrees seeking renewal of teaching credentials.

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 class room. 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: Creat-

ing 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 (Dreamweaver) for Teachers

An introduction to Adobe Dreamweaver. Students will be introduced to Adobe Dreamweaver features to 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 Photo Shop Elements. Students will be introduced to Photoshop

Element 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. Credit, 3 hours.

CM 404G Interactive Smart Boards for Teachers

This course is designed to help teachers using the Interactive Smart Boards in the classroom to learn basic effective teaching practices through interactive technology. There will be an emphasis on the setup and display of the equipment, the tool bar, the tabs and the work area of the Smart Board. Participants will also learn constructive ways to manage the people, materials, and physical setting in the classroom so that it is a safe and productive place for teachers to teach and children to learn. Credit, 3 hours.

CM 404H Advanced Interactive Smart Boards for Teachers

This course is designed to help teachers using the Interactive Smart Boards in the classroom to learn effective advanced teaching practices through interactive

technology. There will be an emphasis on accessing software applications and notes, the multimedia section, using the record and video play features, and customizing the tool bar. Participants will also learn constructive ways to manage the people, materials, and physical setting in the classroom so that it is a safe and productive place for teachers to teach and children to learn. Credit, 3 hours.

CM 404I Promethean Activboard for Teachers

This course is designed to help teachers using the Promethean Activboard in the classroom to learn basic effective teaching practices through interactive technology. There will be an emphasis on the setup and display of the equipment, the tool bar, the tabs and the work area of the Promethean Activboard. Participants will also learn constructive ways to manage the people, materials, and physical setting in the classroom so that it is a safe and productive place for teachers to teach and children to learn. Credit, 3 hours.

CM 404J Advanced Promethean Activboard for Teachers

This course is designed to help teachers using the Promethean Activboard in the classroom to learn effective advanced teaching practices through interactive technology. There will be an emphasis on accessing software applications and notes, the multimedia section, using the record and video play features, and customizing the tool bar. Participants will also learn constructive ways to manage the people, materials, and physical setting in the classroom so that it is a safe and productive place for teachers to teach and children to learn. Credit, 3 hours.

CM 404K Integrating 21st Century Technology In The Classroom

This course will introduce students to

various methods of using technology to effectively link content and pedagogy in all curriculum areas. Students will write curriculum plans to develop, implement, and assess pedagogical strategies for incorporating appropriate software and tools into their classrooms. Technologies and programs to be explored include Rubistar, Skype, Kid's Zone Create-a-Graph, Spin & Spell, Prezi, Pete's Power Points, and Culture Grams.

CM 404L iPads For Teachers

This course will introduce students to the use of iPads and other mobile devices as instructional tools. Students will become proficient in utilizing the numerous resources and applications of the iPad as a means of integrating technology in the classroom. Students will create projects, design instruction and develop lesson plans to promote student achievement.

CM 410 Introduction to Digital Literacies I

This is part one of a hands-on practicum course that addresses the students' need to work in the increasingly digital environments of real world communication and composition. Students will develop skills of critical analysis and thoughtful composition in new media in the areas of Digital Social Media, Digital Print Design, and Digital Presentation Tools. Class will meet in computer classroom, and multimodal work will be done via digital tools in various new media environments. Pre-requisite: CS 102, Credit, 3 hours.

CM 412 Introduction to Digital Literacies 2

This is part two of a hands-on practicum course that addresses the students' need to work in the increasingly digital environments of real world communication

and composition. Students will develop skills of critical analysis and thoughtful composition in new media in the areas of Basic Editing and Production of Digital Audio, Digital Video, and Websites. Class will meet in computer classroom, and multimodal work will be done via digital tools in various new media environments. Pre-requisite: CM 410. Credit, 3 hours.

CM 490 Communication 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. Prerequisite: CM410. Credit, 3 hours.

COURSE OFFERINGS IN COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

CS 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.

CS 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: CS 091 or exemption from CS 091. This course may not be taken concurrently with EN 090. Credit, 3 hours.

CS 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 HTML. Prerequisite: CS 091 or exemption from CS 091. This course may not be taken concurrently with EN 090. Credit, 3 hours.

CS 105 Introduction to Computer Science

A fundamental course in understanding computer science concepts including: hardware, computer systems and the major components/architecture, data representation, number systems, operating systems, differences in programming languages, the internet, security systems, ethics, and networking concepts. Prerequisite: CS 091 or exemption from CS 091. This course may not be taken concurrently with EN 090. Credit, 3 hours.

CS 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: CS 105. Credit, 3 hours.

CS 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: CS 105. Credit, 3 hours.

CS 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: CS 110 or permission of instructor. Credit, 3 hours.

CS 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: CS 205. Credit, 3 hours.

CS 207 Cryptography & Access Control (Formerly CS 221)

This course covers methods and mechanisms used to control access to computer resources including authorization, authentication, and activity monitoring as well as cryptography concepts including such topics as: techniques for disguising data, cryptography techniques, different approaches to cryptography, and technologies for incorporating cryptography. Prerequisite: CS 105. Credit, 3 hours.

CS 208 Telecommunications & Network Security (Formerly CS 321)

This course examines internal, external, public, and private communication systems; networking structures; devices; protocols; and remote access and administration. Prerequisite: CS 201. Credit, 3 hours.

CS 209 Multimedia in the Classroom

The theory, art, and technology of planning and producing visual and auditory materi-

als for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. (Same as Education 209, Human Resource 209). Prerequisite: CS 102. Credit, 3 hours.

CS 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: CS 102. Credit, 3 hours.

CS 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. Prerequisite: CS 102. Credit, 3 hours.

CS 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. Prerequisite: CS 102. Credit, 3 hours.

CS 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. Prerequisite: CS 102. Credit, 3 hours.

CS 227 E-Business Technologies (Formerly CS 327)

This course covers the use of Internet technologies and standards in the conduct of e-business. Prerequisite: CS 103. Credit, 3 hours.

CS 234 Web Page Development

(Formerly CS 235 and 237)

This course covers the design, development, and creation of Web pages using the HyperText Markup language (HTML) and the eXtensible Markup language (XHTML). Prerequisites: CS 103. Credit, 3 hours.

CS 236 Introduction to Scripting

This course covers the history and evolution of scripting and use of scripting languages. Prerequisite: CS 234. Credit, 3 hours.

CS 242 Internet/Intranet Management

(Formerly CS 240 and 247)

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. Prerequisite: CS 234. Credit, 3 hours.

CS 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: CS 206 and Mathematics 230. Credit, 3 hours.

CS 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: CS 205 Credit, 3 hours.

CS 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: CS 205. Credit, 3 hours.

CS 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: CS 205. Credit, 3 hours.

CS 307 Computer Compliance, Regulations, & Investigations
(Formerly CS 421)

This course examines computer crimes, laws, and regulations. Also included are techniques for investigating a crime, gathering evidence, and handling procedures. Development and implementation of an incident-handling program is an important part of this course. Prerequisite: CS 208. Credit, 3 hours.

CS 309 Operations & Physical Security

This course examines controls involving personnel, hardware, systems, and auditing and monitoring techniques, abuse channels and how to recognize them. Additional topics include threats, risks, and countermeasures to protect facilities, hardware, data, media, and personnel; facility selection, entry methods, and environmental safety procedures are also discussed. Prerequisite: CS 105. Credit, 3 hours.

CS 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: CS 210, 211, and 212. Credit, 3 hours.

CS 311 Information Security & Risk Management (Formerly CS 423)

This course examines the identification of company assets, the proper way to determine the necessary level of protection required, budgeting concerns for security implementation projects, and goal setting to reduce threats as well as monetary loss. Prerequisite: CS 208. Credit, 3 hours.

CS 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.

CS 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: CS 208. Credit, 3 hours.

CS 326 Internet Database I: DBMS

This course covers the development and use of Internet databases using an Internet database management system (IDBMS). Prerequisite: CS 234. Credit, 3 hours.

CS 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: CS 227 and CS 234. Credit, 3 hours.

CS 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: CS 205. Credit, 3 hours.

CS 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: CS 236. Credit, 3 hours.

CS 335 Web Development Tools

Covers the use of automated tools in the creation and maintenance of Web pages and site content. Prerequisite: CS 234. Credit, 3 hours.

CS 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. Prerequisite: CS 234. Credit, 3 hours.

CS 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. Prerequisite: Business Administration 341. Credit, 3 hours.

CS 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: CS 303. Credit, 3 hours.

CS 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: CS 303. Credit, 3 hours.

CS 404 Continuity & Disaster**Recovery Planning (Formerly CS 422)**

This course examines the preservation of business activities when faced with disruptions or disasters. It involves the identification of real risk, proper risk assessment, and countermeasure implementation. Prerequisite: CS 309. Credit, 3 hours.

CS 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: CS 211. Credit, 3 hours.

CS 407 Application Security

(Formerly CS 325)

This course examines the security components within operating systems and applications and how to best develop and measure their effectiveness. It looks at software life cycles, change control, and application security. Prerequisite: CS 311. Credit, 3 hours.

CS 409 Security Architecture & Design

This course examines concepts, principles, and standards for designing and implementing secure applications, operating systems, and systems. It will cover international security measurement standards

and their meaning for different types of platforms. Prerequisite: CS 311. Credit, 3 hours.

CS 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. Prerequisite: CS 207. Credit, 3 hours.

CS 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. Prerequisite: CS 227. Credit, 3 hours.

CS 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. Prerequisite: CS 234. Credit, 3 hours.

CS 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. Prerequisite: CS 326. Credit, 3 hours.

CS 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: CS 236. Credit, 3 hours.

CS 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: CS 303. Credit, 3 hours.

CS 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: CS 304. Credit, 3 hours.

CS 449 Special Topics in Internet Management

This course covers special topics in Internet management. Specific topics will be provided by the professor. Prerequisite: CS 431. Credit, 3 hours.

CS 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 and information technology 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, write a formal research papers based on their concentration, and complete comprehensive exams drawn from the core computer science courses and concentration specific courses. Prerequisites: All required courses in CS major/concentration. Credit, 3 hours.

CS490 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. Internships require senior standing a cumulative and major GPA of 2.5. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Credit, 3-6 hours. Prerequisite: 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 301/301H Law Enforcement Theory, Process and Practices

This course is an examination of law and policy in a criminal justice context with emphasis on law enforcement agencies and procedures. Prerequisite: 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. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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. Prerequisite: 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. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 330/CJ 330H Corrections Theory, Process and Practices

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. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 335/CJ 335H Courts Theory, Process 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 340 Criminal Procedures

This course concentrates on those legal procedures which ensure a defendant's

Constitutional rights. Important court cases are introduced. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

CJ 345 Community Corrections

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: Criminal Justice 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 Political Science 440.) Junior or Senior Standing or Permission of the Instructor. 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: Criminal Justice 201, 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/CJ 460H 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). Internships require senior standing a cumulative and major GPA of 2.5. 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 EARLY CHILDHOOD EDUCATION

EE 300 Field Experience

This course is the second of four sequential, incremental field experiences required of early childhood education majors. Candidates will work under the supervision of the college supervisor and cooperating teachers who are highly qualified in early childhood education and spend 30 hours in an early childhood setting. Candidates will gain experience, practice, and training as they work with individuals or small groups of students in early childhood programs. During this field experience, candidates will complete a technology project. Prerequisites: A Grade of "C" or better in ED200, and passing Praxis 1. Credit, 1 hour.

EE 301 Field Experience

In their junior year, candidates will complete this third field experience and are required to work with young children, engaging them in math, literacy, and social studies, activities. The candidates will complete observations, documenting children's developmental level, and an analysis of student learning. Candidates will spend 30 hours in an early childhood setting. During this field experience, candidates will complete a child study. Prerequisites: A Grade of "C" or better

in ED200, and passing Praxis 1. Credit, 1 hour.

EE 302 Field Experience

This is the fourth field experience and candidates will spend 30 hours in an early childhood setting. This field experience emphasizes the importance of assessment and developing creative activities appropriate for young children. During this field experience, candidates will complete a thematic unit of study. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 1 hour.

EE 303 Introduction to Early Childhood

This foundational course includes an overview of the field of early childhood education and examines early childhood development; services for young children and their families; appropriate practices for infants/toddlers/young children; societal changes, historical roots and current issues that impact young children and their families. This course includes a 10 hour fields experience. Prerequisite: ED 200 Grade of C or better; Passing Score on Praxis 1. Credit, 4 hours.

EE 304 Home, School, and Community Relations

This course examines interactions among families, communities, and schools utilizing an ecological perspective. Historical trends, theoretical models, and strategies for examined with special emphasis placed on programs that support collaborative interactions with families to benefit children. Prerequisite: Passing Praxis I, a grade of C or better in ED200, and acceptance into the Teacher Education Program. Credit, 3 hours.

EE 305 Early Intervention for Infants and Young Children

This course will focus on the multiple factors regarding interventions for young children with an emphasis on curricular adaptations to enhance the quality of inclusive programs for young children and their families. Prerequisite: Passing Praxis I and a grade of C or better in ED 200 and EE 303. Credit, 3 hours.

EE 307W Emergent Literacy

This course explores the theories of human language emergence with a detailed account of language acquisition, young children's early communicative capacities, and growth milestones. Through the process of integrating formal, informal, and reflective writing and approaches, students will develop professional written and communication skills. Prerequisite: Passing Praxis I and a C or better in ED 200 and EE 303. Credit, 3 hours.

EE 309 Early Childhood Curriculum

This course provides early childhood teacher candidates with skills and strategies to plan curriculum to effectively promote children's learning and development. Candidates will examine the early childhood teacher's role in establishing and maintaining a positive and productive learning environment in the classroom. Prerequisite: Passing Praxis I and a grade of C or Better in ED 200 and EE 303. Credit, 3 hours.

EE 311/EE 311W Early Childhood Methods

The essential concepts, inquiry tools, and structures of content areas in early childhood education will be taught in this course. Candidates will examine the early childhood teacher's role in creating math, science, and social studies activities to integrate with other curricular areas in early childhood programs. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 313 Creative Arts in Early Childhood Education

This course provides strategies for promoting the emergent creative dispositions of young children. Areas of focus include art, music, movement, play, dramatics, and creativity. Particular emphasis is on teacher candidates acquiring skills to guide preschoolers and primary-grade children to creatively express themselves in the arts: visual arts, dance and movement, and drama. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 345 Experiences in Math for Young Children

This course provides early childhood teacher candidates with an organized, sequential approach to create a developmentally appropriate math curriculum for preschool and primary school children. Emphasis is placed on candidates recognizing three kinds of learning: informal, naturalistic, and adult guided as they introduce math concepts and plan activities to support young children's construction of concepts and skills essential to a basic understanding of mathematics. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 346 Science in the Early Childhood Classroom

The essential concepts, inquiry tools, and structure of science in early childhood education will be the focus of this course. Candidates will examine the early childhood teacher's role in developing children's inquiry skills with a science curriculum that utilizes hands-on learning activities and experiences. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 347 Social Studies in the Early Childhood Classroom

The theory and practice of teaching social studies to young children will be studied. The course will focus on the highly integrative nature of social studies with particular emphasis on curricula, methods, and materials necessary to create an appropriate social studies curriculum in early childhood classrooms. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 401 Assessing Young Children:

This course is a study of developmentally appropriate assessment practices for young children. Particular emphasis will be on assessment of children from birth to eight years of age. Both formal and informal instruments will be discussed. Considerations in choosing, administering, and reporting results of assessments will be addressed. Prerequisites: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Credit, 3 hours.

EE 452 Early Childhood Clinical Practice

This is the capstone 12 week clinical practice experience. In accordance with South Carolina Department of Education requirements, candidates must complete at least 60 days in the field with a minimum of 10 full days of teaching. Prerequisites: Passing Praxis II. This course is taken only after all other course work is completed. Grading is on a Pass/Fail basis. Credit, 12 hours.

EE 453 Seminar on Teaching in Early Childhood Education

This one hour seminar will assist teacher candidates to make a successful transition from being a student of early childhood education to becoming a practicing, pro-

fessional early childhood educator. Topics to be covered in this course include programming, working with children, communication, and interactions with families. This course will be taken during clinical practice. Prerequisites: Passing Praxis II. This course is taken only after all other course work is completed. Grading is on a Pass/Fail basis. Credit, 1 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 092 or above, or exemption from Mathematics 092 (Offered every semester.) Credit, 3 hours.

EC 203/EC203H 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.

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 environ-

ments 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/EC301H Intermediate Microeconomics Analysis

Advanced analysis of the operation of the market economy in the areas of value and distribution theory. Prerequisites: Economics 203, 204. Credit, 3 hours.

EC 302/EC302H Intermediate Macroeconomics Analysis

Advanced analysis of the measurement of the national income, employment, and economic growth. Prerequisites: Economics 203, 204. Credit, 3 hours.

EC 304 Health Care Economics

This course provides an over view of the economics of health care. The various payers are examined, including private, state, and federal entities. The student is exposed to an analytical approach in its treatment of political economics and introduced to the concept of the value of economics in understanding public policy issues that affect the medical services sector and the future economics of health care. Prerequisites: Economics 203 (same as Health Care 304). 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 334 Investments

The course is designed to acquaint students with the types of investment products, tools, and techniques that are available to help the individual investor meet his/her goals. The topics covered will include: investment alternatives, organization and regulation of securities markets, securities valuation, portfolio theory and management. (Same as Business Administration 334). Prerequisite: Business Administration 312. 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.

EC 492 Economics Internship

The student is placed in a private or public enterprise to gain work-related experience. 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. A student may take up to 6 semester hours of an internship (in the same field or different field). Internships require senior status, a minimum 2.8 grade point average, and recommendations from two Business Department professors. Credit, 3-6 hours. Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN EDUCATION

NOTE: A majority of the Education courses in each certification area will be taught by full-time faculty.

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. Prerequisite: EN 101. 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 209.) Prerequisite:

A grade of a C or Better in ED 200, CS 102. Credit, 3 hours.

ED 210-211A 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 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: A grade of a C or Better in ED 200, 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 210-211A, Credit, 0 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: A grade of a C or better in ED 200. 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: A grade of "C" or better in 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: A grade of "C" or better in Education 300 and 301 for elementary majors, 301 for secondary majors, passing Praxis I. Credit, 1 hour.

ED 303 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: A grade of "C" or better in 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: A grade of "C" or better in Education 200 and passing Praxis I. Credit, 3 hours.

ED 306 Middle Grades Curriculum and Organization

A comprehensive overview of middle grades education with emphasis on the foundational components including middle school curriculum and characteristics, the middle grades learner, the middle grades teacher, and organizational instructional programs appropriate for contemporary early adolescents in American society. Course assignments and your prior classroom experiences will merge to provide the context for exploring, developing, and critically reflecting upon your perceptions of early adolescent development, curriculum, teaching, learning, and the organization of schooling at the middle grades level. Prerequisites: ED 200, Passing Praxis I scores or ACT/SAT exemption. 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 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: A grade of "C" or better in 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 chil-

dren 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 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: A grade of "C" or better in ED200, ED 355, pass Praxis I. Credit, 3 hours.

ED 346 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: A grade of "C" or better in ED 200, ED 355, pass Praxis I. Credit, 3 hours.

ED 347 Teaching Social Studies in the Elementary School

A study of strategies and methods to teach the themes, concepts, and modes

of inquiry from the field of social studies. Prerequisite: Pass Praxis I, A grade of "C" or better in ED 200 and ED 303 or ED 355. Credit, 3 hours

ED 349 Teaching Language Arts in the Elementary School

A study of the objectives, materials, methods, and procedures for teaching the language arts with a focus on writing instruction. Prerequisites: Pass Praxis I, A grade of "C" or better in ED 200 and ED 303 or ED 355. Credit, 3 hours.

ED 352 Fine Arts for the Elementary Education Teacher

This course enables students to explore 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: A grade of "C" or better in ED 200, Elementary Education students must have passing scores on Praxis I exams. Credit, 2 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: A grade of "C" or better in Education 200, 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: A grade of "C" or better in Education 200 and 303 and passing Praxis I. Credit, 3 hours.

ED 452W Clinical Practice

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. Prerequisite: English 091 or exemption from English 091. Credit, 3 hours.

EN 102W Argument and Research

The course will emphasize methods of developing the argumentative 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 103W/EN 103H Honors Writing Seminar

This course emphasizes critical reading, analytical and argumentative writing, the techniques of library research, clear and coherent organization and presentation 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/EN 105H 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 201 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 201H 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 202/202H 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 203 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 204 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 206 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 212/EN 212H 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 Theatre 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/220H 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 222 Sport Literature and Communications

Sport Literature and Communications is an introductory study of the portrayal of sports, as well as leisure games, and their description through written and photographic essays in works of both prose and poetry. The principle objective of the course is to examine the nature and development of sport through a variety of sources, written and oral. A secondary objective is to develop critical thinking skills about the role and significance of sport in society and culture. Literature and communications are a reflection of humanity, its joys and sorrows, and its dreams. Sport has been defined as a microcosm of life. Thus, sport literature and communications are a reflection of life in both writing and storytelling. (same as PE 222), Prerequisite: EN 101, EN 102

Note: This course is a requirement for majors in Sport Management and may be taken as an elective for all other students. It will not fulfill the General Education literature requirement. Education. Credit, 3 hours.

EN 224W-225W Writing Center Practicum

This course will enable students to engaging 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 evaluate 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 224-225. Credit, 0 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 230A W Creative Writing

A continuation of English 230. Prerequisite: English 102W or 103H. Credit, 3 hours.

EN 230B W Creative Writing

A continuation of English 230 and English 230A. Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 230C W Creative Writing

A continuation of English 230, English 230A, and English 230B. Prerequisite: English 102W or 103H. Credit, 3 hours.

EN 231W 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 240/240H 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.

EN302/EN302H 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 305/305H 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 306/306H 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/310H 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 324W 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 326W/326H Advanced Composition, Creative Nonfiction

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 grammars. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

EN 329W 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.

EN 331/331H 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 340/340H 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 in even years in the spring semester) Prerequisite: English 102 or 103H. Credit, 3 hours.

EN 416/416H 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 418/418H 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 430W 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 Clinical Practice

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 AD-

EPT 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 495W/EN495H 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 OFFERINGS 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: French 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 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 HEALTH CARE ADMINISTRATION

Note: A student may not take more than 6 semester credit hours of internship.

HC 201 Health Care Delivery in the United States

This course provides an explanation of how the United States health care system is structured and how it functions. The student is given an overview of the U. S. health system, the underlying reasons for health services utilization, and an examination of measures used to assess access to health services. Credit, 3 hours.

HC 301 Health Care Finance

This course is an introduction to the current financial environment in the health care industry. Medicare payment rules, pricing and contract negotiation, CPT and ICD nine procedures and their relation to billing and payment, among other relevant topics are covered. The course blends the best of current finance theory with the tools needed in day-to-day practice. Real world data is used to illustrate key health care financial concepts. Prerequisites: Business Administration 207, 208, 312. Credit, 3 hours.

HC 304 Health Care Economics

This course provides an over view of the economics of health care. The various payers are examined, including private, state,

and federal entities. The student is exposed to an analytical approach in its treatment of political economics and introduced to the concept of the value of economics in understanding public policy issues that affect the medical services sector and the future economics of health care. Prerequisites: Economics 203. (same as Economics 304). Credit, 3 hours. Credit, 3 hours.

HC 310 Health Care Information Systems

This course is an introduction to the digital transformation of health care. It is a comprehensive study of processes, systems, and information technology concepts presented in an integrated perspective that includes quality management processes, redesign strategies and emerging technologies. Credit, 3 hours.

HC 311 Politics of Health Care

The politics of Health Care examines the guiding rules, ideas, and concepts in the political development of the U. S. health policy. It covers the government institutions part in forming policy, i.e., business corporations, doctors, lobbyists, and public opinion. Credit, 3 hours.

HC 315 Health Care Law

The course is an introduction to the complexities of the legal system in health care. It provides a strong foundation in health law. Students gain an understanding of what steps providers of care, legislative bodies, patients, families, and patient advocates can take to help prevent the wide variety of harmful events involved in health care. Credit, 3 hours.

HC 410 Health Care Quality Management and Outcome Analysis

This course covers operations management, organizational behavior, and health services research through an interdisciplinary approach on quality management

in health care. The student will focus on Total Quality Management and Continuous Quality Improvement, learning to meet the challenges of implementation and institutionalization in a variety of health care settings. Prerequisites: Mathematics 200, Business Administration 300. Credit, 3 hours.

HC 452 Health Care Policy

This is the capstone course which integrates theory in business administration and health care administration using a strategic management framework. Case studies emphasizes the evaluation of strategic alternatives and strategy formulation within the health care industry. Prerequisites: Business Administration 207, 208, 215, 300, 310, 312, 341; Economics 203; Health Care 201, 301, 304, 315. Credit, 3 hours.

HC 490 Health Care Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her study in Health Care Administration. 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 for 3 semester hours of credit. Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/Health Care Administration department professors. Credit, 3 hours.

HC 491 Health Care Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her study in Health Care Administration. 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 250

hours for 6 semester hours of credit. Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/Health Care Administration department professors. Credit, 6 hours. Credit, 3 hours.

COURSE OFFERINGS IN HISTORY**HI 110/HI 110WH/HI 111WH 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 110/110WH-HI 111/111WH 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 112/HI 112WH 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 113 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 214/214WH 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 303/HI 303WH Critical Issues of the New Millennium

An examination of the major topics in today's news with emphasis on their historical context and development. (Non-American). Credit, 3 hours.

HI 309W/HI 309WH 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." (Non-American) Credit, 3 hours.

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. (Non-American) Credit, 3 hours.

HI 311 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. (Non-American), Credit, 3 hours.

HI 312 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. (Non-American), 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.), (Non-American), Credit, 3 hours.

HI 321/321WH 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. (Non-American), Credit, 3 hours.

HI 325 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. (Non-American), Credit, 3 hours.

HI 334 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. (American), 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. Prerequisites: History 112 or 113 (U.S. History I or II) (American), Credit, 3 hours.

HI 341 Colonial and Revolutionary America

A study of the development of North America through the United States constitutional period. Areas of emphasis are social structure, economic development, religious development, and political structure. Prerequisites: History 112 or by permission of the instructor. (American), 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: History 112, or by permission of the instructor. (American), 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. (American), 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. Prerequisite: History 113, or by permission of the instructor. (American), 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: History 113, or by permission of the instructor. (American), Credit, 3 hours.

HI 346 US-Middle East Relations, 1914-Present

This course will examine major issues and problems concerning the history of U. S. foreign policy toward the Middle East from 1914 to the present. Prerequisite: History 113. (American), Credit, 3 hours.

HI 347 Introduction to Public History

This course is designed to introduce students to the theory and practice of public history. Topics assessed in the course include the collecting and presenting of history; the relationship between history and national, communal, and personal memory; the politics of public history and the production and dissemination of history in diverse formats and media. Prerequisites: completion of 12 hours of history courses. 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

HISTORY/HUMAN RESOURCES

international trade, banking, labor relations, and government economic policy. (Same as Economics 350.), (American), 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 401W 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.

HI 490 Public History Field Experiences

To provide an opportunity for students to learn about the practice of public history through a meaningful, hands-on work experience under the mentorship of experienced and knowledgeable public history professionals. Prerequisite: 18 hours of history courses and should have at least a 2.50 GPA in their history courses. Credit, 1-3 hours.

COURSE OFFERINGS IN HUMAN RESOURCES

HR 101 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. Credit, 3 hours.

HR 201 Training Material Design

(formerly HRD 201)

In this course, students will be exposed to all aspects of training and instructional material design. The course addresses the current trends, breaking technologies, rapid change, outsourcing of internal instructional designers, knowledge capital, speed in market change, and globalization and diversity that are influencing today's business environment and the instructional design process. Prerequisites: Computer Science 102 and English 101. Credit, 3 hours.

HR 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.

HR 303 Compensation and Benefits

An approach to study the total compensation methodology of today's organizations utilizing both tangible and intangible forms of compensation. Compensation strategies can be effective to motivate and reward employee performance in today's changing work environment. Prerequisite: Business Administration 300. Credit, 3 hours.

HR 304 Educational Psychology

Theories of learning, memory, cognition, and education, with an emphasis on applications in the classroom. Designed for

the prospective teacher/trainer. Prerequisite Psychology 101(Same as Psychology 304.) Credit, 3 hours.

HR 305 Organizational Development

This course presents the research, practice and ethics relevant to organizational development, including: consulting skills, tools and techniques for analyzing problems, developing, implementing and evaluating organizational development interventions, and ethical issues at each stage of the consulting process. Prerequisite: Business Administration 300. Credit, 3 hours.

HR 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.

HR 311 Staffing and Labor Relations

In this course, students will be exposed to aspects of the hiring process and labor relations including legal issues, forecasting, job analysis, recruiting, assessment of candidates, and staffing evaluation. (Same as Business Administration 311) Prerequisite: Business Administration 300. Credit, 3 hours.

HR 324 Managing Diversity in the Workplace

This course will entail readings, cases, discussions, research, guest speakers and exercises so students may understand the complexity of managing diversity in an increasingly diverse workplace. (Same as Business Administration 324). Credit, 3 hours.

HR 350 Leadership in Organizations (formerly HRD 350)

An examination of the significant research and theory that provides the concep-

HUMAN RESOURCES

tual 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) Prerequisite: Business Administration 300. Credit, 3 hours.

HR 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. Prerequisite: Human Resource Development 101. Credit, 3 hours.

HR 401 Performance Management

Performance management begins with strategic planning of organizational objectives and systems, and extends to the development of a closed-loop process from goal setting to feedback. This course also examines the influence of human performance elements (such as quality of work life, rewards and recognition, job design, team building, and participative management) on organizational performance. (Same as BA401). Prerequisite: Business Administration 300. Credit, 3 hours.

HR 420 Staff Development and Training (formerly HRD 420)

Provides extensive analysis of the staff development and training field from its

HUMAN RESOURCES /INTERDISCIPLINARY STUDIES

historic development 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. Also examines the responsibilities of human resource practitioners and their roles and functions within an organization. Prerequisite: Business Administration 300. Credit, 3 hours.

HR 450 Advanced Human Resource Development

To achieve a sustained competitive advantage, companies must establish and maintain a comprehensive workforce development plan. This course provides an in depth analysis of the current theories and practical issues in Human Resource Development with the focus on development and implementation of an organization-wide development plan. Prerequisite: Human Resource 420. Credit, 3 hours.

HR 452 Strategic Human Resources Management

The capstone course studying the strategic approach to optimizing human resources of the organization. The globalization of business creates the need for effective management of human resources to sustain a competitive advantage, critical to the success of any enterprise. Prerequisites: Business Administration 207, 300, 310, 315, 316, Human Resource 311, 303, 401, 420, Economics 203, and Psychology 101. Credit, 3 hours.

HR 490 Human Resource Internship

The student is placed in a local private or public enterprise to gain work-related experience in HR. 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 or 6 semester hours of credit, respectively. Internships require senior status, a minimum of 2.8 grade point average, and recommendations from two business or HR department professors. Credit, 3-6 hours.

COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 100 Academic Inquiry

This seminar focuses on an instructor-selected topic that faculty and students explore together in a shared intellectual adventure. Topics for this course will be engaged by way selected print and non-print "texts" such as film, museums, performances, books, art, case studies, architecture, public policy, and digital media. Faculty will guide students through the seminar experience so that students enter an Academic Conversation and learn to practice Critical Thinking in the College setting. Throughout the course, Students will also engage a variety of learning experience modules designed to foster success in College Life in areas such as study skills, time management, research, academic integrity, decision-making, etc. Credit, 3 hours.

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. 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

INTERDISCIPLINARY STUDIES/INTERNATIONAL STUDIES

have the permission of the instructor. 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 301W 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 (English 101, 102, 105, Math 091 or satisfactory completion of the College Quantitative Skills placement examination). Credit, 3 hours.

ID 305W Academic Research

This online course will provide knowledge of research strategies for developing a

well-constructed research paper. With emphasis on using the computer, it will guide the student through the process beginning with developing a focused research question, choosing a variety of resources, navigating various research databases, searching and evaluating information on the Internet, and ending with a written paper and bibliography. Topics will include truncation, Boolean operators, plagiarism and copyright. Prerequisite: English 101 and 102 or English 103H. 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 pre-requisites for the mathematics courses in which they enroll. Exceptions to this rule require the permission of both the instructor and advisor.*

MA 092 Developmental Mathematics (formerly MA 090)

The course content covers whole numbers, fractions and mixed numbers, decimal numbers, ratios and proportions, percent, basic geometry, introduction to algebra, solving linear equations, exponents and introduction to polynomials, and systems of measurement. This course is specifically designed to prepare students who have to take MA 110 or MA/PS/BA 200 later. Course is graded on a Satisfactory/

Unsatisfactory basis, offered in the Day, ECC and ECI program. This course does not count toward graduation.

MA 093 Developmental Algebra (formerly MA 091)

The course content is introductory algebra, to include properties of and operations on real numbers, solving linear equations and inequalities in one and two variables, exponents and polynomials, factoring methods and solutions of quadratic equations, and an introduction to radical expressions. This course is specifically designed to prepare students who have to take MA 115 or MA 116 later. Course is graded on a Satisfactory/Unsatisfactory basis, offered in the Day, ECC and ECI programs. This course does not count toward graduation.

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 Mathematics 092 or 093 requirement. Credit, 1 hour.

MA 110 Mathematics for the Liberal Arts

Sets, the real number system, other numerical systems, logic, geometry, probability, and statistics. Prerequisite: Mathematics 092 or above, or exemption from Mathematics 092 (Offered every semester.) Credit, 3 hours.

MA 115 College Algebra

Real and Complex number systems; equations and inequalities of one and two variables; polynomial, rational, exponential,

and logarithmic functions; and algebra of functions. Prerequisite: Mathematics 093 or exemption from Mathematics 093. (Offered every semester.) Credit, 3 hours.

MA 116 Mathematical Analysis for Business, Economics, and Social Science

Mathematical analysis of business and social science applications using linear, quadratic, exponential, and logarithmic functions and their graphs; algebra of functions; mathematics of finance; linear and nonlinear systems of equations; matrix algebra; and linear programming. Prerequisites: Mathematics 093 or exemption from Mathematics 093. (Offered every semester.) Credit, 3 hours.

MA 122 Precalculus

Trigonometric functions, identities, and equations; polar coordinates; parametric equations; trigonometric form of complex numbers; vectors and the dot product; conic sections; systems of equations; and introduction to sequences, series, permutations, combinations, and probability. Prerequisite: Mathematics 115. (Offered every semester.) Credit, 3 hours.

MA 150 Introduction to Calculus for Business

Limits, differentiation of algebraic, exponential 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 160 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: Mathematics 115 or above (except MA 200) with a minimum grade of "C". (Offered in Spring 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 092 or above, or exemption from Mathematics 092 (Offered every semester.)

MA 205 Calculus I

Power, polynomial, rational, and trigonometric functions, limits, continuity, Intermediate Value Theorem, Extreme Value Theorem, derivatives, Mean Value Theorem, L'Hopital's Rule, applications of derivatives, and antiderivatives. Prerequisite: MA 122 with a minimum grade of "C", or precalculus (or equivalent) in high school with a minimum grade of "B" and a score of 70 or higher on Mathematics Department Calculus readiness exam. (Offered every semester.) Credit, 3 hours.

MA 206 Calculus II

Continuation of topics in MA 205 with exponential and logarithmic functions, integration, Fundamental Theorem of Calculus, applications of integration, integration techniques, and use of a computer algebra system to explore these topics. Prerequisite: Mathematics 205 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

MA 230 Introduction to Linear Algebra

An introduction to linear algebra in the context of finite dimensional real vector spaces for application in other disciplines. Coverage includes systems of linear equations and matrix algebra, Gaussian elimination, determinants, linear independence,

bases, dimension, linear transformations, eigenvectors, eigenvalues, eigenspaces, similarity, and orthogonality. Prerequisite: Mathematics 115 or higher (except MA 116 and MA 200) with a minimum grade of "C". (Offered in Spring of even years) Credit, 3 hours.

MA 301/301H 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 even years.) 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: Mathematics 205 with a grade of "C" or better or permission of the instructor. (Offered in Fall of even years.) Credit, 3 hours.

MA 307 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: Mathematics 206 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: Mathematics 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 with a "C" or better. (Offered in Fall of odd years.) Credit, 3 hours.

MA 317 Probability Theory & Applications (Formerly MA 315)

Basic axioms and theorems, conditional probability and independence, permutations and combinations, random variables and distributions, expectation and variance. Prerequisite: Mathematics 206 with a minimum grade of "C". (Offered in Fall of even years.) Credit, 3 hours.

MA 319 Intermediate Statistics

Non-theoretical instruction in procedures, analyses, and interpretation of quantitative and qualitative statistical methods. Topics studied include the normal distribution, confidence intervals, one and two sample hypothesis tests, correlation and regression, one and two way analysis of variance, chi-square and contingency tables, non-parametric methods, introduction to multiple regression, basics of experimental design, sampling procedures, collection of data, interpretation and reporting of results.

Statistical software will be utilized. This course serves those considering a graduate program in which statistical methods are used. Prerequisite: Mathematics 200 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

MA 320/320H Modern Algebra

Logic and number theory, rings and ideals, integral domains, fields, and a brief introduction to group theory. Prerequisite: Mathematics 160 and 206, both with a minimum grade of "C". (Offered in Fall of odd 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, both with a minimum grade of "C". (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 206, both with a minimum grade of "C". (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 230 or 301 with a minimum grade of "C". (Offered in spring of odd years.) Credit, 3 hours.

MA 452 Clinical Practice

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.

COURSE OFFERINGS IN 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 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.

MUSIC**NUMBERING SYSTEM FOR APPLIED MUSIC LESSON COURSES (ML)**

Applied instruction (private lessons) is offered to all students in voice, guitar, keyboard, brass, woodwind, and percussion for one hour credit. For majors and minors lessons are one hour long. Lessons for non-majors are one-half hour long. 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.

Instrument or Voice	Non-Major .05 Hour Lessons, 1 Hour Credit
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KEYBOARD

Piano ML 130

VOICE

Voice ML 128

WOODWIND

Flute ML 116

Oboe ML 117

Bassoon ML 118

Clarinet ML 119

Saxophone ML 120

BRASS

Horn ML 121

Trumpet ML 122

Trombone ML 123

Euphonium ML 124

Tuba ML 125

PERCUSSION

Percussion ML 126

STRINGS

Strings ML 127

GUITAR

Guitar ML 129

Instrument or Voice	Freshman-Sophomore 1 Hour Credit
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KEYBOARD

Piano ML 148, ML 248

VOICE

Voice ML 146, ML 246

WOODWIND

Flute ML 135, ML 235

Oboe ML 136, ML 236

Bassoon ML 137, ML 237

Clarinet ML 138, ML 238

Saxophone ML 139, ML 239

BRASS

Trumpet ML 141, ML 241

French Horn ML 140, ML 240

Trombone ML 142, ML 242

Euphonium ML 143, ML 243

Tuba ML 144, ML 244

PERCUSSION

Percussion ML 145, ML 245

GUITAR

Guitar ML 147, ML 247

IMPROVISATION

Improvisation ML 149, ML 249

Instrument or Voice	Junior-Senior 1 Hour Credit
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KEYBOARD

Piano ML 348, ML 448

VOICE

Voice ML 346, ML 446

WOODWIND

Flute ML 335, ML 435

Oboe ML 336, ML 436

Bassoon ML 337, ML 437

Clarinet ML 338, ML 438

Saxophone ML 339, ML 439

BRASS

Trumpet ML 341, ML 441

French Horn ML 340, ML 440

Trombone ML 342, ML 442

Euphonium ML 343, ML 443

Tuba ML 344, ML 444

PERCUSSION

Percussion ML 345, ML 445

GUITAR

Guitar MI 347, ML 447

IMPROVISATION

Improvisation ML 349, ML449

(Applied Music Fee charged for above courses)

NUMBERING SYSTEM FOR MUSIC ENSEMBLE COURSES (ME)

These courses, which may be repeated for credit, use a different number each academic year; (1E first year participants register at the 100 level, second year participants register at the 200 level, etc.).

Chorus

ME 120, 220, 320, 420

Show Choir

ME 121, 221, 321, 421

Vocal Ensemble

ME 122, 222, 322, 422

Jazz Combo

ME 123, 223, 323, 423

Jazz Ensemble

ME 124, 224, 324, 424

Guitar Ensemble

ME 125, 225, 325, 425

Wind Ensemble

ME 126, 226, 326, 426

Woodwind Ensemble

ME 127, 227, 327, 427

Brass Ensemble

ME 128, 228, 328, 428

Percussion Ensemble

ME 129, 229, 329, 429

Beginning Steel Drum Ensemble

ME 130, 230, 330, 430

Advanced Steel Drums Ensemble

ME 131, 231, 331, 431

(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 techniques, 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.

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. Offered fall semester only.

MU 125 Jazz Improvisation Class

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. Credit, 2 hours. Offered spring semester only. Pre-requisite: MU 119

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. Offered spring semester only. Pre-requisite: MU 119

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. Offered fall semester only.

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. Offered spring semester only.

MU 205 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 205W/205WH 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 213 Vocal Techniques and Diction

Seminar in vocal production, basic vocal pedagogy, and anatomy, as well as an introduction to the International Phonetic Alphabet with attention to 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. Offered in a five semester rotation.

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. Offered in a five semester rotation.

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. Offered in a five semester rotation.

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. Offered in a five semester rotation.

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. Offered in a five semester rotation.

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. Credit, 2 hours.

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. Offered fall semester only

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 music majors and others with the consent of the instructor. Meets three hours weekly. Prerequisite: Successful completion of Music 310. Credit, 2 hours.

MU 312 Advanced Vocal Techniques and Diction

Seminar in vocal production, vocal pedagogy, and anatomy, as well as 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 of instrumental majors. No prerequisite for vocal majors. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

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 and Arranging

Techniques and experiences in music composition, and instruction in arranging musical scores for various choral and instrumental ensembles. 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 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. 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 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 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 452W Clinical Practice- 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 453W Clinical Practice- 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-G	Senior Recital, Organ
MU 492	Senior Recital, Voice
MU 494-F	Senior Recital, Flute
MU 494-O	Senior Recital, Oboe
MU 494-B	Senior Recital, Bassoon
MU 494 -C	Senior Recital, Clarinet
MU 494-S	Senior Recital, Saxophone
MU 495-R	Senior Recital, Trumpet
MU 495-H	Senior Recital, Horn
MU 495-T	Senior Recital, Trombone
MU 495-U	Senior Recital, Tuba
MU 496	Senior Recital, Percussion
MU 497	Senior Recital, Guitar

COURSE OFFERINGS IN MUSIC ENSEMBLES

Performing ensembles may be taken for 0 credit with the approval of the director. Z or ZO is applicable to all ME course numbers.

ME 120, 220, 320, 420 Chorus

Study and performance of choral literature of all historical periods in performance. Open to all students by audition or with the consent of the instructor. Three hours of rehearsal weekly. Credit, 1 hour.

ME 121, 221, 321, 421 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, 1 hour.

ME 122, 222, 322, 422 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.

ME 123, 223, 323, 423 Jazz Combo

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.

ME 124, 224, 324, 424 Jazz Ensemble

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.

ME 125, 225, 325, 425 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.

ME 126, 226, 326, 426 Wind Ensemble

Study and performance of traditional as well as contemporary wind ensemble literature. Open to all students by audition or with consent of the instructor. Three hours of rehearsal weekly. Credit, 1 hour.

ME 127, 227, 327, 427 Woodwind Ensemble

Study and performance of selected woodwind literature. Open to qualified music majors and non-music majors with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

ME 128, 228, 328, 428 Brass Ensemble

Study and performance of selected brass literature. Open to qualified music majors and non-music majors with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

ME 129, 229, 329, 429 Percussion Ensemble

Study and performance of selected percussion literature. Open to qualified music majors and non-music majors with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

ME 130, 230, 330, 430 Beginning Steel Drums Ensemble

This course provides opportunities to learn music performance skills within the context of the non-Western music of Trinidad and Tobago, specifically, the steel band. Students will learn about the culture and people of Trinidad and Tobago, as well as the cultural context that brought the steel band into existence. This course will use hands-on performance as well as classroom lecture. No previous musical training required, open to all majors as elective course. Credit, 1 hour.

ME 131, 231, 331, 431 Advanced Steel Drum Ensemble

This course provides opportunities to learn music performance skills within the context of the non-Western music of Trinidad and Tobago, specifically, the steel band. Students will learn about the culture and people of Trinidad and To-

bago, as well as the cultural context that brought the steel band into existence. This course will use hands-on performance as well as classroom lecture. Ensemble performs advanced material at a variety of performances throughout the semester. Prerequisite: successful completion of Beginning Steel Drums (ME130) and consent of instructor. Credit, 1 hour.

ME132, 232, 332, 432 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.

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 310/310H Ethical Issues in the Workplace

The primary objectives are to expose the student to many of the significant inter-relationships, 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. Activity courses are open to all students except intercollegiate athletes in their respective sports. Members of intercollegiate teams for a complete season may earn one semester hour of activity credit. Total credit towards graduation is limited to two semester hours.

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.

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 135 - Ballet Dance
PE 136 - Tap Dance
PE 137 - Modern Dance
PE 138 - Jazz Dance
PE 139 - Aerobic Conditioning

PE 140 - Zumba
PE 142 - Musical Theatre Dance
PE 143 - Tap Dance II
PE 144 - Ballet Dance II
PE 145 - Lacrosse
PE 153 - Badminton
PE 155 - Golf
PE 156 - Tennis
PE 159 - Beginning Bowling
PE 161 - Volleyball
PE 162 - Basketball
PE 164 - Softball
PE 165 - Soccer
PE 166 - Flag Football
PE 167 - Group Fitness
PE 170 - Intercollegiate Athletics

ACTIVITY COURSES

PE 129 Special Activities

This course is designed to meet the needs of the student who requires a specially designed course. The content of this course must be approved by the Department Chairperson and instructor before the class is developed. Lab Fee \$10. Credit, 1 hour.

PE 130 Yoga

The instruction and practice of yoga as a lifetime activity. Emphasis will be placed on learning the fundamentals of yoga. Lab Fee \$10. Credit, 1 hour.

PE 131 Swimming and Water Safety

The instruction and practice of swimming and water safety as a lifetime activity. Emphasis will be placed on learning the fundamentals of basic swim strokes and water safety techniques. Lab Fee \$10. Credit, 1 hour.

PE 132 Recreational Dance

The instruction and practice in recreational dance as a lifetime activity. Emphasis will be placed on learning the fundamentals of recreational dance through various music styles. Lab Fee \$10. Credit, 1 hour.

PE 133 Tumbling and Gymnastics

The instruction and practice in tumbling and gymnastic as a lifetime activity. Emphasis will be placed on learning the fundamentals of tumbling and basic gymnastics through various activities which address body control, strength and balance. Lab Fee \$10. Credit, 1 hour.

PE 134 Weight Training

The instruction and practice in weight training as a lifetime activity. Emphasis will be placed on learning the fundamentals of weight training by understanding different training programs, use of equipment and other appropriate activities. Lab Fee \$10. Credit, 1 hour.

PE 135 Ballet Dance I

An introduction to the fundamentals of 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. Lab Fee \$10. Credit, 2 hours.

PE 136 Tap Dance I

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. Lab Fee \$10. 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. Lab Fee \$10. 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. Lab Fee \$10. Credit, 2 hours.

PE 139 Aerobic Conditioning

The instruction and practice in aerobic conditioning as a lifetime activity. Emphasis will be placed on learning the fundamentals of aerobic conditioning through various movement patterns and music styles. Lab Fee \$10. Credit, 1 hour.

PE 140 Zumba

Zumba is a Latin-inspired dance fitness program. Dances in Zumba include salsa, meringue, cumbia, reggaeton, Indian bhangra, African, calypso, samba, and hip-hop. Zumba is not limited to dancers. All participants from beginner to advanced will enjoy the benefits of a Zumba class. Lab Fee \$10. Credit, 1 hour.

PE 142 Musical Theatre Dance

An introduction to the fundamental styles of dance in Musical Theatre for adult beginners. The student will gain an understanding of the basics of Modern, Jazz, Tap, and other prominent musical theatre dance styles. Students will be working to improve their skill level and to increase endurance and stamina. Lab Fee \$10. Credit, 2 hours.

PE 143 Tap Dance II

This course is a continuation of Tap Dance I, and will continue to build on the skills the student learned in that course. Prerequisites: Physical Education 136. Lab Fee \$10. Credit, 2 hours.

PE 144 Ballet Dance II

A continuation of the skills learned in Ballet Dance I. The student will gain mastery 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. Prerequisites: Physical Education 135. Lab Fee \$10. Credit, 2 hours.

PE 145 Lacrosse

The instruction and practice of lacrosse as a lifetime activity. Emphasis will be placed on learning the fundamentals of lacrosse through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 153 Badminton

The instruction and practice of badminton as a lifetime activity. Emphasis will be placed on learning the fundamentals of badminton through drills and games. Lab Fee \$10. Credit, 1 hour.

PE 155 Golf

The instruction and practice of golf as a lifetime activity. Emphasis will be placed on learning the fundamentals of golf through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 156 Tennis

The instruction and practice of tennis as a lifetime activity. Emphasis will be placed on learning the fundamentals of tennis through drills and games. Students will learn strategy, rules, how to score a game. Lab Fee \$10. Credit, 1 hour.

PE 159 Beginning Bowling

The instruction and practice of beginning bowling as a lifetime activity. Emphasis will be placed on learning the fundamentals of bowling through various drills and games. Students supply own transportation. Lab Fee: \$50. Credit, 1 hour.

PE 161 Volleyball

The instruction and practice of volleyball as a lifetime activity. Emphasis will be placed on learning the fundamentals of volleyball through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 162 Basketball

The instruction and practice of basketball as a lifetime activity. Emphasis will be placed on learning the fundamentals of basketball through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 164 Softball

The instruction and practice of softball as a lifetime activity. Emphasis will be placed on learning the fundamentals of softball through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 165 Soccer

The instruction and practice of soccer as a lifetime activity. Emphasis will be placed on learning the fundamentals of soccer through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 166 Flag Football

The instruction and practice of flag football as a lifetime activity. Emphasis will be placed on learning the fundamentals of flag football through various drills and games. Lab Fee \$10. Credit, 1 hour.

PE 167 Group Fitness

The instruction and practice of group fitness as a lifetime activity. Emphasis will be placed on exposure to a variety of exercises and activities in a group fitness environment. Lab Fee \$10. Credit, 1 hour.

PE 170 Intercollegiate Athletics

One credit hour may be earned for participation throughout a complete season in an intercollegiate sport. Credit is received once per sport on a Pass/Fail basis and must be certified by a member of the Physical Education faculty. Total credit towards graduation is limited to two semester hours. Credit, 1 hour.



Theory Courses**PE 200W 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

The primary purpose of this course is the study of the theory, principles and application of fitness/wellness concepts, community health topics, cancer and disease prevention, obesity concerns, stress management awareness, alcohol and substance abuse, and nutrition towards a healthy lifestyle. 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. Upon successfully completing all required components, this course culminates in American Red Cross certification in first aid and cardiopulmonary resuscitation for adults, children, and infants. Lab fee: \$45. 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 under-

standing 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 210/210H 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. This course is not applicable for Athletic Training Majors. Lab fee \$10. 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 217 Net Games

Skills, strategies, and developmentally appropriate activities for the sports of tennis, pickleball/badminton, and volleyball. This course does not meet the General Education Requirement. Prerequisites: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Lab Fee \$10. Credit, 2 hours.

PE 218 Field and Court I

Skills, strategies, and developmentally appropriate activities for the sports of soccer, basketball, and softball. This course does not meet the General Education Requirement. Prerequisites: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Lab Fee \$10. Credit, 2 hours.

PE 219 Field and Court II

Skills, strategies, and developmentally appropriate activities for the sports of floor hockey, flag football, and ultimate frisbee. This course does not meet the General Education Requirement. Prerequisites: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Lab Fee \$10. Credit, 2 hours.

PE 222/222H Sport Literature and Communications

Sport Literature and Communications is an introductory study of the portrayal of sports, as well as leisure games, and their description through written and photographic essays in works of both prose and poetry. The principle objective of the course is to examine the nature and development of sport through a variety of sources, written and oral. A secondary objective is to develop critical thinking skills about the role and significance of sport in society and culture. Literature and communications are a reflection of humanity, its joys and sorrows, and its dreams. Sport has been defined as a microcosm of life. Thus, sport literature and communications are a reflection of life in both writing and storytelling. (Same as EN 222). Prerequisite: EN 101 and EN 102

Note: This course is a requirement for majors in Sport Management and may be taken as an elective for all other students. It will not fulfill the literature requirement in the General Education. Credit, 3 hours.

PE 285 Medical Terminology

This course is a review of human anatomy and physiology through the study of prefixes, suffixes, and word roots, diagnostic and symptomatic terminology, and diagnostic and therapeutic procedures. Students will learn to interpret, pronounce, and utilize appropriate medical terminology and documentation in a variety of formats. This course is not applicable for Athletic Training Majors. (Same as BI 285). Credit, 3 hours.

PE 301/PE301H 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/PE302H Exercise Physiology
Responses and adaptations of body systems to activity stress. (Same as BI 309).
Prerequisite: Biology 206. Lab Fee \$10. Credit, 3 hours.

PE 303W/PE303H The Principles and Problems of Coaching

The primary purpose of this course is the study of the theory and principles of athletic coaching. Topics such as character, objectives and goals in coaching, practice and game organization, fiscal and facilities management, public relations, liability issues, coaching relationships, scouting, recruiting, an understanding of sound conditioning components, tactical strategies 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. This course is recommended for junior-level students and above. Prerequisites: English 102 or 103 Credit, 3 hours.

PE 305 Sports Nutrition

(Formerly PE 287)

A study of basic nutrition and its effect upon growth and development, body composition, and human performance. This course is recommended for junior-level students and above. Credit, 3 hours.

PE 307 Human Performance Laboratory

This course offers students the opportunity to observe and participate in some of the standard laboratory procedures form the sport and exercise sciences including exercise physiology, kinesiology, and motor learning. (Same as Biology 311.) Prerequisites: Biology 205 and 206. Prerequisite or co-requisite: Physical Education 301, 302/Biology 309, or Physical Education 322. Lab Fee \$25. Credit, 1 hour.

PE 314/PE314H 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. A 30 hour field experience is included in this course. Students supply own transportation. Prerequisites: Admittance to Teacher Education Program, Credit, 4 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 320A 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 322 Motor Behavior

This course in motor behavior involves the study of psychological and physiological factors which influence the acquisition of motor skills and abilities across the lifespan. It draws from the fields of motor learning, motor control and motor development and includes hereditary and environmental influences. Prerequisites: Biology 205 and 206. Credit, 3 hours

PE 323 Physical Education for the Exceptional Child

This course focuses on planning, implementing, and adapting physical education programs for exceptional children. There

will be a 15 hour field experience. Students supply own transportation. Prerequisites: Admittance to Teacher Education Program, Credit, 3 hours.

PE 324 Energy System Development

A study of the three human energy systems that are essential for the development of lactate threshold, lactate power, and the aerobic system. This course will also cover the instruction of biomechanical principles utilized for optimal performance. Credit, 2 hours.

PE 326 Strength Training and Fitness Program Design

A study of human anatomical, physiological, neuromuscular, and biomechanical applications as related to the design of strength and conditioning programs for the purpose of enhancing physical performance. Prerequisite: Biology 205. Credit, 3 hours.

PE 329 Sport Law

The intent of this course is to introduce students to laws and risk management strategies pertaining to the area of sports. Topics include: understanding and dealing with laws and the legal system; exclusion v. inclusion; personal rights and expectations; program management and control; and legal responsibility for participant safety. Credit, 3 hours.

PE 330W/330H 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: Open only to Athletic Training and Strength & Conditioning majors and/or by approval of the Program Coordinator. Credit, 2 hours.

PE 400W/400H 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: Physical Education 324 and 331; Open only to Strength & Condi-

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tioning majors and/or by approval of the Program Coordinator. Credit, 1 hour.

PE 410/410H Psychology of Sport

The application of principles of psychology to individual behavior in sport situations. Credit, 3 hours.

PE 413 Teaching School Health

Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and methods and materials of teaching health are included. A 10-hour field experience will be included in this course. Students supply own transportation. Prerequisites: Physical Education 201 and Admittance to the Teacher Education Program. Credit, 3 hours.

PE 414 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 schools. A 30 hour field experience, 15 hours at the middle school level and 15 hours at the high school level, is included in this course. Students supply own transportation. Prerequisites: Admittance to the Teacher Education Program. Credit, 4 hours.

PE 452 Clinical Practice

This 60-day course of study in the public schools allows physical education teacher candidates to combine theory and practice in the classroom under the guidance of the classroom teacher. One half of the teacher candidate 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 teaching candidate's teaching experience. Students supply own transportation. Pre-

requisites: Passing Praxis II and the PLT. and admittance to Teacher Education Program. Corequisite Physical Education 453. Grading is on a Pass/Fail basis. Credit, 12 hours.

PE 453W Issues and Trends in Physical Education

Issues and Trends in Physical Education. The philosophical, historical, and legal foundations of physical education issues and trends that are the underpinnings in physical education. Final fitness testing will occur during this course. Students supply own transportation. Prerequisite: Passing Praxis II and admission to Teacher Education Program. Corequisite: Physical Education 452. Credit, 1 hour.

PE 454 Physical Education Seminar

This course is the capstone course for majors in the Bachelor of Science in Physical Education/General program. It includes a comprehensive exit examination, career preparation activities, the exploration of opportunities for advanced study, synthesis activities, and discussions. Prerequisites: Senior status and a declared major in Physical Education/General. Credit, 1 hour.

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. Students supply own transportation. No more than one internship may be taken in the same semester. Credit, 3-6 hours.

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. Students supply own transportation. Prerequisites: Physical Education 303 and 410. No more than one internship may be taken in the same semester. Credit, 3-6 hours.

PE 492 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 Program 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 Program 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. No more than one internship may be taken in the same semester. Students supply own transportation. Prerequisites: Physical Education 324, 326, 331 and 401; Open

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only to Strength & Conditioning majors or by approval of the Program Coordinator. Credit, 3-6 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.

PE 493 Field Experience for Physical Education Majors

This course is a supervised field experience in a physical education setting including planning, assessing, and implementing an approved teaching unit(s). Students supply own transportation. Prerequisites: Passing Praxis I, ED 200, PE 201 and permission of the instructor. Credit, 1 hour.

PE 494 Sport Management 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. Students supply own transportation. No more than one internship may be taken in the same semester.

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 101 Introduction to Political Science**

Introduction to Political Science is a special topic covering research, theory, comparative, US and international questions within the discipline. Key concepts in political science, political theory and political ideology are discussed. The course will demonstrate that political science is a field of inquiry with practical uses. Credit, 3 hours.

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 Criminal Justice 440.) Junior or Senior Standing or Permission of the Instructor. Credit, 3 hours.

COURSE OFFERINGS IN PSYCHOLOGY**PS 101/PS 101H 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 105: Psychology of Adjustment

This course is an examination of the application of psychological findings to help understand, manage, and change physical and mental health and wellness. Concepts to increase coping skills, interpersonal relationships, and the understanding of common life problems will be explored. An emphasis in the course is on promoting a proactive approach to mental and physical health. 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 092 or above, or exemption from Mathematics 092 (Offered every semester.). Credit, 3 hours.

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 Social Work 206.) Credit, 3 hours.

PS 204/PS 204H 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. Prerequisite: Psychology 101, 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 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

This course will examine social influence as a determinant of behavior. Emphasis will be placed on the cultural diversity of society and how culture affects social behavior. In addition, the power of the situation to dictate behavior will be stressed. Credit, 3 hours.

PS 309/309H 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 309.) Credit, 3 hours.

PS 311/311H 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 318W Research Methods in Psychology (Formally PS 317)

An introduction to descriptive, correlational, and experimental psychological research methods and corresponding statistical concepts. Topics include ethical considerations in research, the scientific method, hypothesis testing, observational survey, and experimental research techniques, and drawing inferences through data analysis. Prerequisite: Psychology 101, 200, plus 9 hours in Psychology courses. Credit, 3 hours.

PS 319W Experimental Thesis

Using the hypothesis and research method developed in PS 318W Research Methods, the student will obtain approval from the Institutional Review Board for the research, collect data, analyze the data using a statistical software program, record the results, and discuss the implications of those results. Students will be encouraged to present their research at a psychology conference. In addition, part of the course work will include coverage of statistical concepts appropriate for advanced data analysis. Prerequisite: PS 318W Research Methods. 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 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 400/400H 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 318. Credit, 3 hours.

PS 407 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. Prerequisite: Junior or Senior status, PS 101 and at least one additional Psychology course. Credit, 3 hours.

PS 452W 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; PS 318 and PS 305 or PS 311. Credit, 3 hours.

PS 480 Field Work in Psychology

This course allows a student to gain experience in a professional setting. The student must work under the supervision of a professional 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, or a minimum of 250 hours is required for 6 credits. Prerequisites include Junior or Senior status, a declared psychology major, a psychology GPA of 3.25, permission of the psychology department, and a minimum of 18 credit hours in Psychology and PS 318. Credit, 3 hours.

COURSE OFFERINGS IN RELIGION

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.

RE202 Life and Letters of Paul

Examines the life and writings of Paul found in the canon of New Testament

scripture. Particular attention is given to his treatment of a variety of topics, such as justification, the church, the Holy Spirit, predestination, civil government, equality of the sexes, poverty, and Christian unity, and their influence on Western culture. Credit, 3 hours.

RE 203 Spiritual Formation I

Introduces students to an array of classic spiritual disciplines in the Christian tradition conducive to spiritual formation and growth; includes scheduled devotions, supervised mission work, a weekly seminar, and individual sessions with the instructor. While required for first year participants in the Christian Education and Leadership Program, the course is open to all students. Credit, 3 hours

RE 204 Spiritual Formation II

Introduces students to an array of classic spiritual disciplines in the Christian tradition conducive to spiritual formation and growth; includes scheduled devotions, supervised mission work, a weekly seminar, and individual sessions with the instructor. While required for first year participants in the Christian Education and Leadership Program, the course is open to all students. Credit, 3 hours

RE 205 Christian Ethics and Contemporary Issues

Examines the foundations of moral decision-making and the impact of critical reasoning from a Christian perspective on a variety of contemporary social issues. Prerequisite: EN102 with a grade of "C" or better or EN103H or permission of instructor. 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/RE222H 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 240 Models & Methods of Christian Leadership

Integrates contemporary models of organizational leadership with the historically core values of Christianity in an effort to arrive at conceptual models of leadership which may be applied in any organizational setting. Credit, 3 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 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.

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 higher (except MA 200). 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 higher (except MA 200). Credit, 3 hours.

SC 201W/201H 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, unem-

ployment, 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. Designed for students with no prior training in Spanish or who need to review the basics of the language before taking a higher level course. 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. 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 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 permission of the instructor. Credit, 3 hours.

SP 202 Intermediate Spanish II

A continuation of SP201 designed to develop linguistic proficiency and conver-

sational 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. 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. Credit, 3 hours.

SW 205W 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. Prerequisites: Social Work 203 (pre or co-requisite). 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 Psychology 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 val-

ues 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 208W 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. Prerequisites: Social Work 203 (pre or co-requisite). 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. Credit, 3 hours.

SW 212 Child Maltreatment and Family Preservation

The first course in the Child Welfare Services Certification emphasizes the causes and effects of the maltreatment of children. The skills needed in professional development include the treatment methods at all levels. The student will examine methods used to evaluate issues, implement and complete assessment tools needed in case work. Students will learn to implement the beginning social work roles required in caring for families in need. Credit, 3 hours.

SW 214 Out of Home Care and Permanency Planning

The second course in the child welfare certification program focuses on out-of-home care and the achievement of permanency for children in care. Students will learn roles of child welfare workers in achieving safety, well being and permanency for children out-of-home care. Students will learn the value of and responsibilities for interagency collaboration for child welfare workers with the legal system in order to assure the safety permanency, and well-being of children. Recruitment, selection, and preparation of foster and adoptive families are also addressed. Credit, 3 hours.

SW 230 Social Work Ethics

This course will cover the NASW Codes of Ethics and the SC Code of Laws as they apply to social work practice. Emphasis is on six standards within the NASW Code of Ethics. In Addition to the South Carolina Code of Regulations (Unannotated) Current through State Register Volume 30, Issue 9, effective September 22, 2006, pages 110-120. Principles of Professional Ethics 1-17. Focus is on social work values and ethics as they relate to the knowledge base, goals, and the roles of the generalist social worker in society. Prerequisites: EN 102 or EN 103. 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 ecomaps 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: Social Work 203, 204, 205, and 208. Credit, 3 hours.

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. Prerequisites: Social Work 203, 204, 205, and 208. 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, organizations, 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. Prerequisites: Social Work 203, 204, 205, and 208. Credit, 3 hours.

SW 310 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. Prerequisite: Social Work 204 or permission of the instructor. 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. Credit, 3 hours.

SW 420a, 420b Field Practicum

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 Practicum is accompanied by a weekly one hour seminar and/or meeting with the Field Practicum Coordinator on campus or other designated site. Prerequisites: Senior standing and fulfillment of requirements for Field Practicum. Requirements include completion of all general education and social work major required courses. Credit, 6 hours each.

Note: Field applications and all associated paperwork must be received at the Limestone College Social Work Department in Gaffney, SC for approval by the Director of the Social Work Program.

If a deadline date falls on the weekend, your deadline will become the last working or weekday of the month.

FIELD START DATES AND DEADLINES:

STATEWIDE: SESSION 1&2 (Jan - Apr). The deadline for this session of field is Nov 30

STATEWIDE: SESSION 4&5 (Jul - Oct). The deadline for this session is May 31

GAFFNEY ONLY: SESSION 5&6 (Late Aug - Early December). The deadline for this session is prior to the last day of the preceding spring semester.

COURSE OFFERINGS IN THEATRE ARTS

TH 101 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). (Same as English 212.) 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 103 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, 114-115 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 111, 114-115A, Credit, 0 hours.

TH 116 Fundamentals of Makeup

This course will provide students with a working knowledge of how to design and implement theatrical makeup for the stage. Students will be able to do a variety of old age makeup techniques including two-dimensional and three dimensional applications. Students will be able to do a variety of street makeup techniques and will be able to alter their appearance through two-dimensional shading and highlighting as well as three-dimensional prosthetics. Credit, 3 hours.

TH 120 Fundamentals of Costuming

This course will provide students with a working knowledge of how to design and implement costumes for the theatrical stage. Students will be able to analyze a script and create costume renderings that are appropriate to that analysis. Students will have a working knowledge of color theory as well as a basic understanding of the history of Western Fashion. Credit, 3 hours.

TH 122 Fundamentals of Lighting

This course will provide students with a working knowledge of how to design and implement lighting for the stage. Students will be able to analyze a script and design a working lighting plot that illustrates that analysis through light. Students will be able to identify and utilize a variety of lighting fixtures common to the contemporary stage. Credit, 3 hours.

TH 201 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 English 213) Credit, 3 hours.

TH 202 Acting: Voice and Performance

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 204 Acting : Audition

This course will provide students with a working knowledge of how to audition for theatre, film, and musicals. Students will be able to construct an effective resume, know what to look for in a headshot, learn how to choose and present audition materials, and how to master the "cold reading." Credit, 3 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 Performance I

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 306**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 308W 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 310 Musical Theatre Performance II

Building on the skills they learned in the previous Musical Theatre performance class, students will branch out from solo work and sing with partners, trios, and quartets. They will do scene work and continue to work on creating compelling and exciting characters. Prerequisites: TH102 and MU119, TH 303 or by instructor permission.

TH 312 Junior Qualifier

Technical track students will compile a portfolio of their design work up to this point as well as complete a new project of some breadth and scope. An exhaustive written analysis of their current project as well as their growth will also be required. Performance tracks students will present a thirty-sixty minute recital of all of their performative work plus a new selection of two short scenes (five minutes each) and one longer monologue (2-3 minute). An exhaustive written analysis of their current project as well as their growth will also be required.

TH 319 History of Musical Theatre

The History of Musical Theatre course will acquaint students with the rich tapestry of history including Vaudeville, Broadway, the West End, and even the movies. Students will be able to analyze a variety of musical genres and recognize key historic movements both musically and textually. Prerequisites: EN 101, 102, or 103.

TH 401W Dramatic Criticism

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 405 Shakespeare in Performance

The course examines Shakespeare's plays not only through the text but also (and primarily) through the observation of varied artistic and scholarly interpretations in film and performance. Students will also learn how the examination of the Shakespeare text as an actor will add insight and appreciation nearly impossible in any other way. Additionally students will learn how through historical and sociological context, Shakespeare's plays can be approached in such a way as to provide a richer theatrical experience for both performer and audience. Primarily the course will show performers how to approach Shakespeare's work through a variety of approaches in order to create deeper and more vibrant performances. 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.

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THEATRE

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FACULTY, STAFF, AND ADMINISTRATION

FACULTY, STAFF AND ADMINISTRATION

FACULTY

- Brian F. Ameling (2002) Assistant Professor of Computer Science
Chair, Division of Natural Sciences (2011-2015)
Chair, Department of Computer Science
B.S., M.S., Bowling Green State University.
- Carrie P. Ameling (2002) Associate Professor of English/Theatre
B.F.A., Southwestern University; M.A., Ph.D., Bowling Green State University.
- Justin P. Bailey (2011) Associate Professor of Psychology
Chair, Department of Psychology
B.A., Pennsylvania State University; M.A., Truman State University;
Ph.D., Pennsylvania State University.
- Timothy F. Baxter-Ferguson (2000) Professor of English/Theatre
Chair, Department of Theatre, Director of Theatre
B.A., University of Oregon; M.A., Ph.D., University of South Dakota.
- Frank H. Bellevue III (2012) Homozel Mickel Daniel
Associate Professor of Chemistry;
Chair, Department of Chemistry
B.S., Bates College; M.S., Ph.D., Rensselaer Polytechnic Institute.
- Scott D. Berry (1994) Professor of Physics
B.A., Albion College; Ph.D., The University of Tennessee.
- Sarah Elizabeth Beveliaque-Thomas (2013) English Preceptor I
B.S., University of South Carolina/Spartanburg; M.A., Middlebury College.
- Adam N. Blalock (2013) Instructor of Physical Education/
Strength and Conditioning
B.S., Murray State University; M.S., A.T. Still University.
- Vanessa D. Boatright (2000) Social Work Preceptor I (Kingtree)
B.S., Morris College; M.S.W., University of South Carolina.
- Stephen Burgess (2004, 2008) Social Work Preceptor I (Columbia)
B.A., Limestone College; M.S.W., University of South Carolina.
- Corey R. Carlson (2013) Instructor of Criminal Justice
B.S., Arizona State University; M.S., University of Louisiana/Monroe.
- Maria Felicia Cavallini (2005) Professor of Physical Education
B.A., Rice University; M.A., University of Texas at San Antonio;
Ed.D., University of Houston.
- Cindy A. Cavanaugh (2009) Associate Professor of Physical Education
B.S., Western Illinois University; M.S., Utah State University;
Ed.D., University of Georgia.

FACULTY, STAFF, AND ADMINISTRATION

- Reed M. Chewning (2007)..... Instructor of English
B.A., Wofford College; M.A., Converse College.
- Theresa Coates (2012)Assistant Professor of Business Administration
B.A., Webster University; M.B.A., University of Minnesota;
Ph.D. Rensselaer Polytechnic Institute.
- Andrew K. Cook (2006) Associate Professor of Business Administration
B.S., West Virginia Institute of Technology; M.B.A., Gardner-Webb University;
D.B.A., Argosy University.
- Jeffrey B. Cook (2008).....History Preceptor II (Greer)
B.A., Fairmont State College; M.A., Ph.D., West Virginia University.
- John V. Crangle (1998)Business Law, History, and
Political Science Preceptor I (Columbia)
A.B., University of South Dakota; M.A., University of New Hampshire;
Ph.D., J.D., University of South Carolina.
- Charles J. Cuning (1995) Professor of Psychology
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of Iowa.
- Terrance L. Cusaac (2007) Business Administration Preceptor I (Columbia)
B.S., Benedict College; M.A., Troy State University; Ph.D., Capella University.
- Ronald Dickerson (2011) Social Work Preceptor I (Charleston).
B.A. Limestone College; M.S.W. University of South Carolina;
Ph.D., Capella University.
- Svetlana Drachova-Strang (2012)..... Assistant Professor of Computer Science
B.S., Zaporozhye State University; M.A., M.S., Ph.D., Clemson University.
- Stephen H. Fast (2009)Associate Professor of Mathematics
Chair, Department of Mathematics
B.A., University of Akron; M.A., University of North Carolina/Greensboro;
Ph.D., Virginia Polytechnic Institute and State University.
- Rhonda K. Fleming (1992) Assistant Professor of Physical Education
B.S., Winthrop University; M.S., University of North Carolina/Greensboro.
- Carolyn A. Ford (2003)..... Associate Professor of Art;
Chair, Department 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 I
B.A., M.A., University of South Carolina.

FACULTY, STAFF, AND ADMINISTRATION

- Vanessa B. Fulbright (2002) Assistant Professor of Physical Education/
Coordinator of Athletic Training; Chair, Department of Physical Education,
Athletic Training and Sport 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.
- Yan Gong (2008).....Assistant Professor of Mathematics
B.S., M.S., Tsinghua University; Ph.D., North Carolina State University.
- Kertrina A. Graham (2003).....Assistant Professor of Social Work
(Florence/Kingstree)
B.A., Virginia Union University; M.S.W., University of South Carolina.
- Timothy S. Hanshaw (2003).....Associate Professor of Social Work/Associate
Director for Field Practicum and Marketing (Upstate)
B.A., Marshall University; M.S.W., Radford University.
- Mary Beth Harllee (1997).....Associate 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.
- Kim T. Harris (2008)Business Administration Preceptor II (Columbia)
B.S., University of South Carolina; M.B.A., Webster University.
- 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 I (Columbia)
B.A., University of South Carolina; B.S.W., Limestone College;
M.S.W., University of South Carolina.
- Henry P. Hiott (1998).....Associate Professor of Social Work
Assistant Director of the Social Work Program
Associate Director for Field Practicum and Marketing
(Low Country and Charleston)
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.
- Steven Hopkins (2011).....Instructor of Physical Education and Athletic Training
B.S., Plymouth State University; M.A., East Tennessee State University.

FACULTY, STAFF, AND ADMINISTRATION

- Patricia A. Hoskins (2010).....Assistant Professor of History/College Historian
B.A., M.A., Eastern Kentucky University; Ph.D., Auburn University.
- John D. Hulsey (2003)..... Computer Science Preceptor I
(Extended Campus Program)
B.B.A., Georgia State University; M.S., Naval Postgraduate School;
Ph.D., Capella University.
- Mary Beth Hyatt (2011).....Assistant Professor of Social Work
B.S., Limestone College; M.S.W., University of South Carolina.
- Ismalizah Ismail (2011) Assistant Professor, Director of the Library
B.A., Indiana University; M.A. University of Pennsylvania;
M.S.L.I.S, University of Illinois.
- Jimmy R. Jarvis (2011).....Mathematics and Mathematics Education Preceptor I
B.S., Mars Hill College; M.A., Gardner-Webb University.
- Terry F. Jordan (2008).....Religion Preceptor II
B.A., Gardner-Webb University; M.Div., Southeastern Baptist Theological
Seminary; Ph.D., Trinity Theological Seminary.
- Keith J. Keppley (2012).....Assistant Professor of Business Administration
B.A., Penn State University; M.A., Duquense University;
Ph.D., Eastern University.
- Austin "Chuck" Kuhn (1999)..... Professor of Social Work
Associate Director for Field Practicum and Marketing (Midstate)
B.A., Salem College; M.S.W., West Virginia University;
Ph.D., University of South Carolina.
- Shonese A. Lawhorn (2008) Computer Science and
Information Technology Preceptor II (Columbia)
B.S., University of South Carolina; M.A., Webster University.
- J. Randall Lawson (2001) Computer Science and
Information Technology Preceptor II
B.S., Limestone College; M.I.T. American Intercontinental University.
- Paul R. LeFrancois (1985) Professor of Economics;
Chair, Division of Professional Studies (2013-2017)
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 Religion and Philosophy
B.A., University of Texas-Pan American; M.A., M.Th., Southern Christian
University; D.Miss., Trinity International University.
- Gary W. Light (2008).....Religion/English Preceptor II (Columbia)
B.A., M.A., Morehead State University; M.Div., Ph.D., Southern Baptist
Theological Seminary.

FACULTY, STAFF, AND ADMINISTRATION

- Suzanne E. Lindley (2001) Professor of Biology
Chair, Department of Biological, Physical, and Earth Sciences
B.S., M.S., Ph.D., University of Alabama/Birmingham.
- Debra K. Littlejohn (2008) Business Law and Sociology Preceptor II (Charleston)
B.A., M.A., University of Tennessee; J.D., University of South Carolina.
- Anne M. Lockwood (1999)..... Professor of English
B.A., Oberlin College; M.A., Duke University; Ph.D., University of North
Carolina/Greensboro.
- Vipan K. Luthar (2013).... Associate Professor of Business Administration/Marketing
B.A., University of Wisconsin/Madison; M.B.A., University of Wisconsin/
Whitewater; Ph.D. Argosy University.
- Tamara McGovern (2009)..... Assistant Professor of Biology
B.A., University of Virginia; M.S., University of Houston;
Ph.D., Florida State University.
- Russell A. Meade (2002)..... Business Administration Preceptor I
(Extended Campus Program)
B.A., Adelphi University; J.D., St. John's University.
- Shelly Meyers (2005)..... Associate Professor of Elementary Education
Chair, Division of Education and Physical Education (2012-2016),
Director of Teacher Education
B.S., Missouri Valley College; M.S., Walden University;
Ed.D., Gardner-Webb University.
- Susan Moore (2004).....Assistant Professor, Archivist/Acquisitions Librarian
B.A., Coker College; M.L.I.S, University of South Carolina.
- Penelope E. Nall (2009)..... Assistant Professor of Business Administration
Finance and Accounting/Healthcare Administration
Chair, Department of Human Resource Management and
Healthcare Administration
B.S., M.B.A., Gardner-Webb University; D.B.A., Nova Southeastern University.
- Christopher Neyen Assistant Professor of Studio Art/Graphic Design
B.F.A., School of Visual Arts; M.F.A., Academy of Art University.
- Randy Nichols (2011)Assistant Professor of Professional Communication
Chair, Department of Communication and Interdisciplinary Studies
B.A., Southeastern University; M.A., Rutgers University; Ph.D., Clemson University.
- Deitra C. Payne (2010)Assistant Professor of Human Resource Management
B.A., University of the District of Columbia, M.A., Bowie State University;
Ph.D., Capella University.

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- Michelle C. Phillips (2013).....Instructor of Psychology
B.A., The College of New Jersey; M.A., University of South Carolina.
- Gena E. Poovey (1993).....Professor of Choral/Vocal Music Education
Chair, Division of Arts and Letters (2013-2017); Chair, Department of Music
B.A., Pfeiffer College; M.M., Southern Methodist University;
D.M.A., University of South Carolina.
- Douglas L. Presley (2006) Associate Professor of Music Education/
Director of Bands
B.M., M.Ed., Charleston Southern University;
Ph.D., University of North Carolina/Greensboro.
- Jackie A. Puckett (2000)Associate Professor of Social Work
Associate Dean/Director of the Social Work Program;
B.S., Clinch Valley College; M.S.W., University of Tennessee.
- Erin M. Pushman (2001)..... Associate Professor of English
Director, Writing Center/OWL and Achieving Writing Excellence Program.
B.A., Michigan State University; M.A., University of North Carolina/Charlotte;
M.F.A., Queens University.
- Dawn S. Ranns (2003) Assistant Professor of Physical Education
Coordinator of Athletic Training Clinical Education.
B.A. Limestone College; M.A., Furman University.
- Jay Ratliff (2012)Assistant Professor of Chemistry
B.S., Illinois Wesleyan University; Ph.D., University of South Carolina.
- Mark A. Reger (2008)Professor of English,
Associate Vice President for Academic Affairs/
Dean of Extended Campus Programs
B.A., M.A., University of Missouri/St. Louis;
Ph.D., University of Missouri/Columbia.
- Alex B. Richardson (2000)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)..... Associate Professor of Business Administration
B.A., M.B.A., The Defiance College; Ph.D., Capella University.
- Bonnie J.W. Sarnoff (2004) Assistant Professor of French
& Developmental English
B.A., Ohio Northern University; M.A., Tulane University.

FACULTY, STAFF, AND ADMINISTRATION

- Jonathan D. Sarnoff (2003).....Professor of History
Chair, Department of History and Geography
B.A., State University of New York at Purchase; M.A., Lehigh University;
Ph.D., University of Southern Mississippi.
- Robert T. Sartwell (2013)..... Science Preceptor I
B.A., M.A., American International College.
- Michael M. Scharff (2006)..... Associate Professor of
Business Administration/Management;
Chair, Department of Business, Economics, and International Studies
B.A., B.S., Citadel; M.B.A., Syracuse University; D.M., University of Phoenix.
- Paula K. Schubert (2010)..... Assistant Professor of Early Childhood Education
B.S., University of Missouri; M.Ed., Berry College; Ph.D., Clemson University.
- Keya Simon (2010).....Business Administration Preceptor I (Florence)
B.A., Limestone College; M.A., Webster University; Ph.D. Argosy University.
- Luciana Singleton (2013)..... Mathematics Preceptor I
B.S., University of Sao Paulo; M.A.T., Webster University.
- 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.
- 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; Ph.D., University of Mississippi.
- Carole R. Taylor (2004) History and Political Science Preceptor I
B.A., Limestone College; M.A.T., Winthrop University.
- David B. Thompson (1993)Professor of Music
B.A., Limestone College; M.M., D.M.A., University of South Carolina.
- Jeffrey A. Tipton (2004)..... Criminal Justice Preceptor I (Columbia)
B.S., East Carolina University; M.C.J., University of South Carolina;
M.Ed., University of South Carolina.
- Karl J. Trybus (2012) Assistant Professor of History
B.A., Connecticut College; M.A., Ph.D., University of Connecticut.
- Gerald R. Turner (1998)..... Business Administration Preceptor I (Charleston)
B.A., University of LaVerne; B.S., University of Maryland;
M.A., Pepperdine University.

FACULTY, STAFF, AND ADMINISTRATION

- Geoffrey VanderPal (1998) Business Administration Preceptor I
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.
- Janet S. Ward (1999) Assistant Professor, Web Services Librarian
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.
- Stephanie Warren (2013) Social Work Preceptor I (Greer)
B.A., Limestone College; M.S.W., University of South Carolina.
- Jane G. Watkins (2005) Associate Professor of Computer Science
B.S., Limestone College; M.A.T., Winthrop College; M.S., Clemson University;
Ph.D., Clemson University
- Iuliana A. Watson (2004) Business/Accounting Preceptor II
B.A., B.S., Limestone College; M.Acc., Gardner-Webb University.
- Kevin L. Wells (2006) Business Administration Preceptor II (Upstate)
B.S., M.B.A., Clemson University; D.B.A., Argosy University.
- Marion C. Wicht, Jr. (1989) Professor of Biology
B.S., North Georgia College; M.S., Clemson University;
Ph.D., The Pennsylvania State University.
- Angela R. Williams (2013) Instructor of Accounting
B.B.A., Temple University; M.B.A., State University of New York;
M.S.T., Seton Hall University;
- Betsy A. Witt (2006) Professor of Criminal Justice/
Associate Dean of Academic Affairs;
Chair, Division of Social and Behavioral Sciences (2011-2015)
Chair, Department of Criminal Justice, Political Science, and Sociology
B.S., M.A., Ph.D., Sam Houston State University.
- Mary Woods (2011) Social Work Preceptor I (Aiken/North Augusta)
B.A., Augusta State University; M.S.W. University of South Carolina.
- Bonnie M. Wright (2008) Professor of Psychology
Associate Vice President for Planning and Assessment
B.S., North Georgia College; M.S., Ph.D., University of Georgia.
- Jerry E. Wright (2003) Assistant Professor of Mathematics
A.S., Bluefield College; B.S., East Texas Baptist College;
M.A., University of North Carolina/Charlotte.

FACULTY, STAFF, AND ADMINISTRATION

- Ann Wyatt (1987) Professor of Education; Chair, Department of 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

- James L. Adams, Jr. (1990-2012) Assistant Professor Emeritus of Computer Science
B.S., Clemson University; M.B.A., Harvard University.
- 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.
- J. Andrew Cox (1967-2010) Professor Emeritus of Art
B.A., Murray State University; M.F.A., Miami University.
- 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, Paris.
- Penni O. Griffin (1995-2011) Assistant Professor Emerita of Social Work
B.A., Coe College; M.S.W., University of Cincinnati.
- Carolyn Hayward (1994-2010) Associate Professor Emerita of Library Science
B.A., University of Florida; M.A.L.S., University of South Florida.
- Albert C. Kovelesky (1990-2012) Associate Professor
Emeritus of Chemistry
B.S., Pennsylvania State University; M.S., Kansas State University;
Ph.D., University of Kentucky.
- 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.
- 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.
- 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.

FACULTY, STAFF, AND ADMINISTRATION

Sara D. Setzer (1969-1999)..... Professor Emerita of Art
B.A. Murray State University; M.F.A., Miami University.

R. Gabriel Stoeppler (1992-2013)..... Associate Professor Emeritus of
Business Administration
B.A., City University of New York; M.B.A., University of Dallas;
M.P.Acc., Clemson University; C.P.A., South Carolina.

Thomas J. Thomson (1972-2012) Professor Emeritus of History;
B.A., University of Virginia; M.A., Ph.D., Duke University.

ADMINISTRATION AND STAFF

Andrea L. Allison (2013) Accessibility and PALS Coordinator
B.S., University of South Carolina Upstate;
M.R.C., University of South Carolina.

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.

Amber Anthony (2013) Director of Athletic Development/Marketing
B.A., Elon University; M.A., Georgia Southern University

Drew Anthony (2013) Defensive Coordinator/Football
B.A., Univeristy of Virginia.

Cameron Babb (2011) Head Men's and Women's Track and Field Coach
B.S., Emporia State.

Morna P. Bailey (1972-87, 1990) Bookkeeper

William H. Baker (1997) Special Assistant to the President for Public Affairs
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.

Luciana Bates (2013) Helpdesk Technician
B.A., Limestone College; M.Ed., American Intercontinental University.

Susan Baxter-Ferguson (2011) Learning Specialist, PALS
and Accessibility Services
B.A., Dakota Wesleyan University.

Miriam Beaufort (2005) Test Proctor/Student Services Assistant
Extended Campus Program (Columbia)
B.A., M.Ed Clemson University.

FACULTY, STAFF, AND ADMINISTRATION

Diana L. Bedenbaugh (1996) Director of Extended Campus
Internet Program
B.A., Limestone College.

Thomas B. Bednar (2009) Admissions Representative
B.S., Limestone College.

Debra H. Beheler (2005) Assistant Director of Financial Aid for Loans

Dawn H. Belue (2011) Enrollment Coordinator/Administrative Assistant
Extended Campus Internet.
B.S., Limestone College.

Lisa Bennett (2011) Helpdesk Technician

Scott D. Berry (1994) Director of Network Services
B.A., Albion College; Ph.D., University of Tennessee.

Nicholas Biershenk (2011) Head Men's and Women's Golf Coach
B.S., Clemson University.

Jonna L. Blackwell-Turner (2003) Web Administrator
Director of Academic Information
B.A., University of South Carolina, Upstate.; M.A., Webster University.

Jessica H. Blanton (2007) Financial Aid Counselor
B.S., Limestone College.

Dennis L. Bloomer (1981) Senior Associate Athletics
Director for Compliance
B.S., Limestone College.

Trey Bloomer (2013) Assistant Sports Information Director
Director of Social and Digital Media
B.A., University of South Carolina.

Diane Boyce (2013) Assistant Athletic Trainer
B.S., Limestone College; M.S., Louisiana Tech University.

Susan K. Boynton (2010) Library Assistant
B.A., University of New Hampshire.

Carlee Buck (2013) Assistant Women's Lacrosse Coach
B.A., Stony Brook University.

Willie E. Burnside (2007) Extended Campus Classroom Area Coordinator
(Columbia)
B.A., B.S., Limestone College; M.A., Webster University.

Mary B. Campbell (2006) College Counselor
B.A., Virginia Intermont College; M.Ed. University of North Carolina.

FACULTY, STAFF, AND ADMINISTRATION

Colleen Cannon (2012)..... Assistant Coordinator for Compliance
B.A., University of South Florida.

Rhonda O. Carelock (2004)..... Receptionist/Data Entry Clerk, Registrar's Office
B.A., Limestone College.

Michael H. Cerino (1989-2000, 2006)..... Vice President for Intercollegiate Athletics
B.S., Pfeiffer University; M.A., Gardner-Webb University.

Heidi Chapman (2012)..... Enrollment Coordinator
Extended Campus Internet

Justin Cheek (2005)..... Assistant Athletic Trainer
B.S., Limestone College.

Reed M. Chewing (2007)..... Co-Director of Achieving Writing Excellence Program
B.A., Wofford College; M.A., Converse College.

Jeremy Clarke (2010)..... Head Men's Lacrosse Coach
B.A., Southern Connecticut State University;
M.S., Indiana University of Pennsylvania.

Renee H. Clyburn (2000)..... Administrative Assistant,
Executive Vice President /Vice President for Academic Affairs
B.S., South Carolina State University.

Kevin Cobb (2012)..... Website Technician
B.S., Limestone College.

Donna Cody (2008)..... Administrative Assistant,
Associate Vice President for Academic Affairs

William Micheal Coggins (2012)..... Extended Campus Classroom Area Coordinator
Gaffney/Greenville
B.A., North Greenville University.

Timothy S. Conner (2004)..... Manager of Telecommunications
B.S., Limestone College; M.S., Nova Southeastern University.

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.

Charles J. Cuning (1995)..... Dean of Academic Support
Special Assistant to the President
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of Iowa.

Kelly F. Curtis (1996)..... Interim Vice President for Institutional Advancement
B.S., Limestone College.

Joshua Darling (2010)..... Sports Information Director
B.S., M.S., Ithaca College.

FACULTY, STAFF, AND ADMINISTRATION

Jamie Davies (2010)..... Assistant Men's Soccer Coach
B.S., William Woods University; M.B.A., University of Rio Grande.

Kimberly R. Keever (2009)..... Assistant Women's Field Hockey Coach
B.A., Shippensburg University.

Josh Davis (2013)..... Assistant Men's Basketball Coach
B.S., LeTourneau University; M.A., Liberty University.

Lawrence "Wayde" Dawson (2009)..... Controller
B.S., University of Texas/San Antonio; C.P.A., C.M.A., C.F.E., South
Carolina; M.Acc., Gardner-Webb University.

W. Parker Denson (2013)..... Associate Director of Bands
B.S., Auburn University; M.M.Ed., The University of Alabama.

Melissa DeVore (2006)..... Assistant Women's Basketball Coach
B.S., Limestone College.

Lori S. Downey (2005)..... Instructional Support Services,
Administrative Assistant to the Director
Extended Campus Classroom Program
B.S., University of South Carolina, Spartanburg.

Greg Doyle (2013)..... Head Men's and Women's Swim Coach
B.A., Oswego State University.

David Edwards (2013)..... Assistant Strength and Conditioning Coach
B.S., James Madison University.

Takia Epps (2006)..... Head Enrollment Coordinator,
Extended Campus Internet Program
B.S., University of South Carolina, Upstate; B.S., Limestone College;
M.A., Liberty University.

Susan P. Fowler (2008)..... Student Accounts Coordinator
B.A., Limestone College.

Corey J. Fox (2002)..... Head Women's Basketball Coach
B.A., Limestone College.

Fabian A. Fuentes (2009)..... Assistant Sports Information Director
Director of Digital Media

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.

Brandon J. Gibson (2012)..... Director, MBA Program
B.S., Limestone College; M.A., Gardner -Webb University.

FACULTY, STAFF, AND ADMINISTRATION

Danica C. Godwin (2009) Certifying Official and Supervisor of VA Enrollment Coordinators, Extended Campus Internet Program.

Sheri M. Goff (2009) Extended Campus Classroom Area Coordinator
Florence/Kingstree
B.S., Illinois State University.

Jessica D. Goins (2001) Director of Student Services
B.A., Limestone College.

Trent D. Goodale (2006) Head Wrestling Coach
B.A., University of Iowa.

Feytara Graham (2007) Resident Director
B.A., Newberry College; M.A., Webster University.

Tara Gray (2013) Assistant Cheerleading Coach/Dance Coordinator
B.S., East Texas Baptist University.

Paula "Gidget" Granger (2010) Administrative Assistant,
Institutional Advancement

Sandra B. Green, R.N. (1995) College Nurse
A.D.N., University of South Carolina, Upstate.

Robert T. Greer (2006) Director of Financial Aid
B.A., Limestone College.

Walt Griffin (1992) President
B.A., Loyola College; M.A., Ph.D., University of Cincinnati.

Sally T. Griffith (2010) Campus Store Assistant

Jacob Harris (2013) Admissions Representative
B.A., University of South Carolina.

Ryan Groneman (2013) Assistant Strength and Conditioning Coach
B.S., Boise State University.

Gregory W. Harruff (2004) Coordinator of Faculty Services
Extended Campus Classroom 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) Computer Service Technician Grade I
B.S., University of South Carolina, Upstate; M.S., Boston University.

Buffie M. Hayes (1998) Administrative Assistant, Office of the Registrar
A.A., Limestone College.

Matt Hayes (2009) Assistant Men's Baseball Coach
B.S., Mars Hill College.

FACULTY, STAFF, AND ADMINISTRATION

Mary A. Haynes (2012) Administrative Assistant, MBA Program
B.S., Limestone College.

Christa B. Hines (1995) Administrative Assistant, Office of the Registrar
B.A., Limestone College.

Henry P. Hiott (1998) Assistant Director of the Social Work Program
B.S., College of Charleston; M.S.W., University of South Carolina.

Lisa Hobbs (2011) Office Manager, Day Admissions
A.A., Limestone College.

James M. Holland (2012) Network Technician

Tony A. Horne (2008) Financial Aid Counselor

C. R. Horton (1989) Vice President for Information Technology
B.S., Limestone College; M.S., Capella University.

Amanda C. Hoyle (2007) Assistant Director of Capital Campaign
B.S., Limestone College.

John F. Huckaby (2012) Financial Aid Counselor
B.S., University of South Carolina Upstate;
M.Div., Southeastern Baptist Theological Seminary.

Donna P. Hudson (1997) Internet Academic Advisor
Blackboard Services Trainer, Extended Campus Internet Program
B.S., Limestone College.

Ashley Hughes (2007) Computer Science Technician GI
B.S., Limestone College.

Pennie D. Hughes (2003) Registrar; Director of Academic Advising
B.A., Limestone College; M.A., Webster University.

Kimberly Hulsey (2013) Mailroom Clerk

Cindy S. Humphries (2006) Student Accounts Coordinator

Ismalizah Ismail (2011) Director of the Library
B.A., Indiana University; M.A. University of Pennsylvania,
M.S.L.I.S., University of Illinois.

Lindsay Jackson (2008) Head Women's Field Hockey Coach/
Senior Women's Administrator, Athletics Department
B.A. Mercyhurst College.

Jerrie Jackson-Wilson (2005) Campus Store Assistant

FACULTY, STAFF, AND ADMINISTRATION

Laurie James (2013)..... Assistant Athletic Trainer for Sports Health
B.S., Shippensburg University; M.S., Bucknell University.

Robert "Bobby" James (2013)..... Head Football Coach
B.S., Bloomsburg University.

Forstene W. Johnson (2002)..... Student Services Coordinator/Office Manager
(Columbia)
B.S., Morris College; M.Ed., Touro University International.

Karen L. Jones (2010)..... Student Accounts Coordinator
B.S., Limestone College.

Katie N. Phillips Jones (2006) Associate Director of the Extended Campus Internet
Program/Blackboard Services Trainer
B.S., Limestone College.

Marquintus K. Jones (2006)..... Men's Assistant Basketball Coach
Men's Junior Varsity Basketball Coach
B.S., Limestone College.

Robert J. Kanavel (2012)..... Network Administrator
B.A., Union University.

Lee S. Keel (1993)..... Enrollment Coordinator, Registrar's Office
B.A., Greensboro College.

Craig Kerr (2013) Assistant Football Coach/Recruiting Coordinator
B.A., University of North Carolina/Charlotte;
M.A., Wingate University.

Erin Kirby (2009)..... Database Technician
B.S., Limestone College.

Denna L. Koepke (2009)..... Computer Service Technician GI
B.S., Limestone College.

Curtis S. Lamb (2005)..... Assistant Athletics Director for Sports Performance/
Head Strength and Conditioning Coach
B.S., Iowa State University; M.S., Central Missouri State University.

Renae E. Lamb (2006)..... Administrative Assistant, Athletics
B.S., Iowa State University.

Cari H. Langston (2010) Financial Aid Receptionist
B.A., Limestone College.

R. Lynn Lawhon (1998)..... Director of the Physical Plant

J. Randall Lawson (2001) Director of Computer Services
B.S., Limestone College; M.I.T. American Intercontinental University.

FACULTY, STAFF, AND ADMINISTRATION

Ileka L. Leaks (2001)..... Director, Career Services
B.S., Presbyterian College; M.Ed., Georgia Southern University.

S. Dale Lee (2012) Coordinator of Testing/Faculty Secretary
B.A., Limestone College; M.B.A., American Intercontinental University.

Christina Lievsay (2013)..... VA Certifying Official/Payment Coordinator
B.A., University of Phoenix.

Antonio Lipscomb (2013)..... Computer Service Technician GI
B.S., Limestone College.

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.

Blanche M. Luker (1995)..... Public Services Assistant, Library

Rochelle Maple (2004) Student Services Coordinator/Office Manager,
Extended Campus Program (Charleston)
B.S., Voorhees College.

Cathi D. Martin (2007) Financial Aid Counselor

Hailey P. Martin (2009)..... Head Cheerleading Coach
B.A., Limestone College.

Jimmy D. Martin (1987) Associate Athletics Director for Facilities
B.S., Limestone College.

April M. McAbee (1998)..... Associate Director of Student Accounts
A.A., Limestone College.

Diane F. McCoy (2001) Administrative Assistant, Office of Student Services

Patti H. McCraw (1997)..... Campus Store Manager/Purchasing Director

Travis W. McDowell (2004) Associate Director, Admissions
B.A., Wofford College.

Dolores Mendez (2013) Admissions Transfer Representative
B.A., University of South Carolina/Upstate.

Ernest G. Meyers (2008)..... Assistant Athletics Director for Media Relations
B.S., Limestone College; M.S.S., United States Sports Academy.

Shelly Meyers (2005)..... Director of Teacher Education
B.S., Missouri Valley College; M.S., Walden University;
Ed.D., Gardner-Webb University.

Jerry Mickles (2013)..... VA Certifying Official/Payment Coordinator
B.A., Limestone College.

FACULTY, STAFF, AND ADMINISTRATION

Kimberly A. Miller (2011) Assistant Women's Soccer Coach
B.S., University of South Carolina.

William F. Milone (2008) Assistant Director of Admissions
B.A., Pfeiffer College.

Sandra C. Mintz (2010) Financial Aid Counselor
B.A., Limestone College.

Franklin L. Mitchell (1994) Director of Institutional Research and Effectiveness;
Associate Business Manager
B.S., Georgia Institute of Technology; M.S.A., George Washington University.

Susan Moore (2004) Archivist/Acquisitions Librarian, Library
B.A., Coker College; M.L.I.S, University of South Carolina.

Eric Neil (2013) Assistant Wrestling Coach
B.A., Central Michigan University.

Joshua D. Nelson (2010) Assistant Athletic Trainer
B.S., Michigan State University; M.S., West Virginia University.

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 W. Parker (2008) Financial Aid Counselor
B.S., Limestone College.

Tana F. Parris (1998) Manager, Mail Center

Judy Patterson (2009) Site Coordinator
Extended Campus Classroom (Florence)
B.S.W., Limestone College.

Matika N. Petty (2010) Enrollment Coordinator, Extended Campus Internet
A.A., Limestone College.

Christopher N. Phenicie (1993) Vice President for Enrollment Services
Student Ombudsman
B.A., Limestone College.

Clary Phillips (2010) Academic Advisor/Records Evaluator, Registrar's Office
B.A., University of South Carolina.

Joyce L. Phillips (2001) Administrative Assistant, Academic Affairs

Lisa B. Phillips (2004) Campus Store Assistant

Bethany Poole (2012) Admissions Representative
B.S.W., Limestone College.

Tisha L. Poteat (2000) Director of Development
B.S., University of South Carolina, Upstate.

FACULTY, STAFF, AND ADMINISTRATION

Katheryne F. Price (2008) Internet Academic Advisor/
Assistant/Web Administrator;
Extended Campus Internet Program
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, Achieving Writing Excellence
B.A., Michigan State University; M.A., University of North Carolina/Charlotte;
M.F.A., Queens University.

Adam Ranns (2004) Assistant Athletics Director for Sports Health
Head Athletic Trainer
B.S., Limestone College.

Mark A. Reger (2008) Associate Vice President for Academic Affairs
Dean of the Extended Campus
B.A., M.A., University of Missouri/St. Louis;
Ph.D., University of Missouri/Columbia.

Caroline Ann Reid (2013) Assistant, Human Resources

Logan Richardson (2008) Environmental Health and Safety Compliance Officer

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.

Sundra C. Sarratt (1979-88, 1990) Accounts Payable Coordinator
A.A., Spartanburg Community College.

Melissa W. Satterwhite (2009) Coordinator of Student Accounts
A.A., Spartanburg Community College

Stephen Z. Schram (2012) Head Men's and Women's Tennis Coach
B.A., Florida Gulf Coast University; M.Ed. Aspen University.

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.

Megan Sheets (2013) Assistant Men's and Women's Swim Coach
B.A., Gardner-Webb University.

Joseph Shreckhise (2010) Assistant Wrestling Coach
B.S., Limestone College.

FACULTY, STAFF, AND ADMINISTRATION

Richard E. Simmons (1997)..... Chief, Public Safety
A.A., Spartanburg Methodist College

J. Ron Singleton (2004) College Chaplain and Director of the Christian
Education Leadership Program
B.A., Furman University; M.Div., Candler School of Theology, Emory University.

Brandon Skweres (2012)..... Head Men's Volleyball Coach
B.S., Lewis University.

Ansley Smith (2013)..... Assistant Men's and Women's Golf Coach
B.A., Limestone College.

Matthew R. Smith (2010) Head Women's Soccer Coach
B.A., Trevecca Nazarene 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) Instructional Services Coordinator,
Proctor Database Manager, Extended Campus Internet Program.
B.A., University of South Carolina; B.S., Limestone College.

Patricia L. Sokols (1989) Director, Extended Campus Classroom Program
B.S., Limestone College; M.B.A., Gardner-Webb University.

Theodore J. Soenksen III (2013)..... Assistant Football Coach/Offensive Line
B.A., Lake Forest College; M.A., Central Methodist University.

Eric A. Stahl (2010) Assistant Athletics Director for External Operations
B.S., University of South Carolina; M.S., Ohio University.

Remington Steele (2013) Assistant Women's Lacrosse Coach
Coordinator of Game Day Operations/ Special Events
B.S., Limestone College.

Brendan B. Storrier (2010) Assistant Men's Lacrosse Coach
B.A., Limestone College.

Carol H. Stroup (2010) Assistant Registrar
B.S., Limestone College.

Rebecca M. Strycharz (2008) Assistant Athletic Trainer
B.S., Wingate University; M.A. Washington College.

Jill T. Stubblefield (2009)..... Writing Program Assistant
B.A., College of the Ozarks; M.A., Mississippi College.

Paula Talbot (2010)..... Extended Campus Program
Area Coordinator (Charleston)
B.A., College of Charleston; M.A.T., The Citadel.

FACULTY, STAFF, AND ADMINISTRATION

Ronald W. Taylor (1992)..... Extended Campus Program
Area Coordinator (Low Country)
B.A., University of South Carolina; M.A., Webster University.

Tasha Taylor (2013) Assistant Women's Basketball Coach
B.S., Clemson University.

Wesley Terrill (2011) Assistant Director, Extended Campus Classroom Program
B.S., Limestone College.

Thomas J. Thomson (1972) Director, Honors Program
B.A., University of Virginia; M.A., Ph.D., Duke University.

Cynthia P. Tubb (2009) Administrative Assistant, Day Admissions
B.A., B.S., Clemson University.

Scott A. Tucker (2001) Head Women's Lacrosse Coach
B.S., State University of New York College at Oswego.

Michelle Upchurch (2006) Financial Aid Counselor
B.S., Gardner-Webb University.

Ingrid Villa (2010) Administrative Assistant, Physical Plant

Tina E. Vires (2004) Director of Accessibility Services/PALS
B.S., Limestone College.

Janet S. Ward (1999) Web Services Librarian
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.

Joseph Wassink (2013)..... Assistant Men's and Women's Track and Field
B.A., Susquehanna University; M.S. Emporia State University.

Brenda F. Watkins (2000) Director of Human Resources
B.S., Southern Illinois University; M.A., Webster University.

Iuliana A. Watson (2004) Director of Data Services/Database Administrator
B.A., B.S., Limestone College; M.Acc., Gardner-Webb University.

Jilea B. White (2003) Student Accounts Coordinator

Christopher J. Wiley (2009)..... Assistant Baseball Coach
B.S., Campbell University.

Nora E. "Liz" Williams (1999) Director of Student Accounts
B.S., Limestone College.

Mary H. Willis (2011) Administrative Assistant/Manager of Information Systems
Social Work Program
B.S., Limestone College.

Diane A. Wilson (1999) Student Accounts Coordinator
A.A., Gaston College.

FACULTY, STAFF, AND ADMINISTRATION

- Loretta Wooden (2009) Enrollment Coordinator/Student Services Representative
Extended Campus Program (Columbia)
B.S., Limestone College.
- Betsy A. Witt (2006) Associate Dean for Academic Affairs
Chair, Division of Social and Behavioral Sciences (2011-2015)
Chair, Department of Criminal Justice, Political Science, and Sociology
B.S., M.A., Ph.D., Sam Houston State University.
- Tamantha Wofford (2013) Assistant Athletic Trainer
B.S., University of Miami; M.S., Auburn University.
- Bonnie Wright (2008) Associate Vice President for Planning and Assessment
B.S., North Georgia College; M.S., Ph.D., University of Georgia.
- Jonathan W. Wyatt (2011) Administrative Assistant, Academic Support
B.A., Limestone College.
- Pam P. Wylie (1991) Assistant Director of Admissions
Extended Campus Program
B.S., Limestone College.
- Amy Yates (2013) Head Softball Coach
B.S., Limestone College.



FACULTY, STAFF, AND ADMINISTRATION

OTHER COLLEGE EMPLOYEES

Housekeeping

- Nancy Dawkins (1984)
James Dorman (1992)
Wanda Humphries (1992)
Winnie Smith (2001)
Ethel Medley (2002)
Judy Upchurch (2002)
Jessie Mae Worthy (2003)
Ken Wilson (2003)
Natasha Jefferies (2004)

Maintenance

- Lewis Bright (1979)
Glenn Allum (2003)
Roger Bridges (2003)
David Hansen (2003)
Randy Harvey (2003)
Ronald Harvey (2003)
Roderick Harvey (2004)
Carl Grigg (2005)
James Snider (2005)
Jesse Davis (2006)
Danny Harvey (2006)
Travis S. Keever (2006)
Robert Mullinax (2006)
Ernest L. Ramsey (2006)
Craig Hansen (2007)
Nathan Ingram (2007)
Robert Tate (2007)
Charles W. Huskey (2008)
Tony Earls (2009)

Public Safety

- Sherrie Crosby-Brannon (2000)
Ann Varner (2000)
Jackie Crocker (2001)
Jonathan Simmons (2001)
Paul Maney (2003)
Michael F. Meloan (2010)
Joseph R. Holcomb (2010)

- Linda Carlton (2006)
Susie Harvey (2010)
Robert LeCroy (2010)
Sharon D. Leach (2010)
Regina Scoggins (2010)
Hollie R. Elliott (2011)
Tonya Williams (2011)
Samuel White Jr. (2013)

- Wayne N. Ray (2009)
Christopher Reynolds (2009)
N. Gantt Mintz (2010)
Scott Wright (2010)
D. Alan Wyatt (2010)
Dustin C. Jones (2010)
Jody L. Pridmore (2011)
Danny Higgins (2010)
John A. Belt (2012)
William Cook (2012)
Curstie L. Lavender (2012)
Trenton D. Whitley (2012)
Christopher Welchel (2012)
Donald R. Bennett (2013)
Mark Davenport (2013)
James Higgins (2013)
Kenneth A. Mullinax (2013)
Geoffrey N. Thrasher (2013)
Jerry White (2013)

- David R. Martin, Jr. (2010)
James King (2011)
Dan Collins (2012)
Gregory Bell (2012)
Curtis Ettlemeyer (2012)
Chad Hutchins (2013)
Michael Parris (2013)

FACULTY, STAFF, AND ADMINISTRATION

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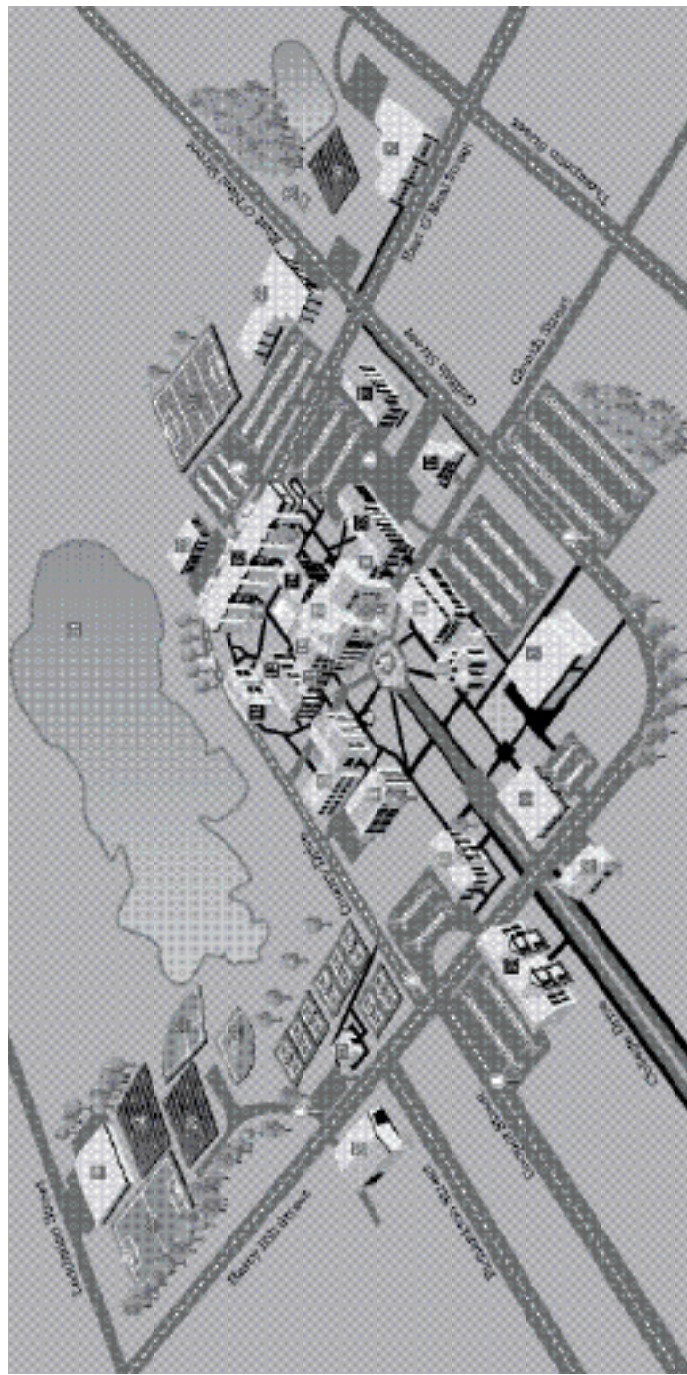
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LIMESTONE COLLEGE



Limestone's campus is a unique landscape of history and progress.

Two buildings are included in the National Register of Historic Places, one of which has undergone major restoration. Although these historic buildings offer a glimpse of Limestone's past, they also house the modern technology necessary to make Limestone a liberal arts college with a vision of the future.

- 1 Church Administration Building
- 2 Cooper Hall
- 3 Tenthred Hall of Science
- 4 Carroll-Pine-Alex Building
- 5 Montgomery Building
- 6 AJ Barnwell Library
- 7 Athletics Administration
- 8 Francis Davis Hall of History
- 9 Concessory Hall
- 10 Admissions
- 11 Arts Society
- 12 West Residence Hall
- 13 Eastern Ford Residence Hall
- 14 Case Residence Hall
- 15 Ford Residence Hall
- 16 Jones Lodge - historic student union
- 17 McMillan Hall
- 18 Campus Store
- 19 Student Quad

- 20 Stephen's Living Hall
- 21 Limestone Quarry
- 22 Bob Jennings Baseball Field
- 23 Lady Susan Ballfield Field
- 24 Soccer and Lacrosse Field
- 25 Athletic Practice Field
- 26 Athletic Practice Field
- 27 Female Evans Porter Tennis Center
- 28 Mallard House
- 29 Griffin Apartments
- 30 George Ballfield Chapel
- 31 Athletic Practice Field
- 32 Track Center
- 33 Classroom Building
- 34 Health Club
- 35 With Griffin Physical Education Center
- 36 Classroom Center
- 37 New Residence Hall
- 38 Parking

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Notes

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