LIMESTONE COLLEGE

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LIMESTONE COLLEGE

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 Provost. Refer to the website for updated catalog and previous catalogs.

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/know-your-rights.

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ACADEMIC CALENDARS

ACADEMIC CALENDARS

Fall Semester, 2018

Online and Evening Program

July 2/Monday– August 24/Friday	Term 4
August 27/Monday – October 19/Friday	Term 5
October 22/Monday – December 14/Friday	Term 6

Day Campus Program

August 15	Wednesday/1:00-3:00	New Faculty/Staff Orientation
August 16	Thursday/8:30-5:00	Full Faculty/Staff Workshop
August 17	Friday/9:00-5:00	New Students Arrive & Begin Orientation
August 18	Saturday-Aug. 19/Sun.	New Student Orientation & Skills Testing
August 20	Monday/8:00-5:00	New Student Advisement & Activities
August 20	Monday/8:00 a.m.	Residence Halls Open for Returning Students
August 21	Tuesday/8:00-5:00	Registration & Returning Student Advisement
August 22	Wednesday/8:00 a.m.	Classes Begin
August 29	Wednesday	Last Day-Late Enrollment/Course Changes
August 29	Wednesday/10:15 a.m.	Presidential Convocation
September 3	Monday	Labor Day Holiday (No Classes)
September 4	Tuesday/8:00 a.m.	Classes Resume
October 17	Wednesday	Midterm Grades Due
October 18-19	Thursday/Friday	Fall Break (No Classes)
October 22	Monday/8:00 a.m.	Classes Resume
November 21-23	Wednesday-Friday	Thanksgiving Break (No Classes)
November 26	Monday/8:00 a.m.	Classes Resume
December 4	Tuesday	Last Day of Classes
December 5	Wednesday	Reading Day
December 6-12	Thursday-Wednesday	Examinations
December 14	Friday	Commencement

ACADEMIC CALENDARS

Spring Semester 2019

Online and Evening Program

January 7/Monday – March 1/Friday	Term 1
March 4/Monday – April 26/Friday	Term 2
April 29/Monday – June 21/Friday	Term 3

Day Campus Program

January 6	Sunday/1:00-5:00	New Student Orientation & Skills Testing
January 7	Monday/8:00 a.m.	Residence Halls Open for Returning Students
January 7	Monday/8:30-5:00	Orientation and Advisement
January 8	Tuesday/8:00-5:00	Registration
January 9	Wednesday/8:00 a.m.	Classes Begin
January 16	Wednesday	Last Day-Late Enrollment/Course Changes
March 1	Friday	Midterm Grades Due
March 4-8	Monday-Friday	Spring Break
March 11	Monday/8:00 a.m.	Classes Resume
April 19-22	Friday/Monday	Easter Holiday
April 23	Tuesday/8:00 a.m.	Classes Resume
April 30	Tuesday	Last Day of Classes
May 1	Wednesday	Reading Day
May 2-8	Thursday-Wed.	Examinations
May 10	Friday	Commencement

ACADEMIC CALENDARS

Fall Semester, 2019

Online and Evening Program

July 1/Monday– August 23/Friday	Term 4
August 26/Monday – October 18/Friday	Term 5
October 21/Monday – December 13/Friday	Term 6

Day Campus Program

August 14	Wednesday/1:00-3:00	New Faculty/Staff Orientation
August 15	Thursday/8:30-5:00	Full Faculty/Staff Workshop
August 16	Friday/9:00-5:00	New Students Arrive & Begin Orientation
August 17	Saturday-Aug. 18/Sun.	New Student Orientation & Skills Testing
August 19	Monday/8:00-5:00	New Student Advisement & Activities
August 19	Monday/8:00 a.m.	Residence Halls Open for Returning Students
August 20	Tuesday/8:00-5:00	Registration & Returning Student Advisement
August 26	Wednesday/8:00 a.m.	Classes Begin
August 28	Wednesday/10:15 a.m.	Presidential Convocation
September 2	Monday	Labor Day Holiday (No Classes)
September 3	Tuesday/8:00 a.m.	Classes Resume
September 3	Tuesday	Last Day-Late Enrollment/Course Changes
October 15	Tuesday	Midterm Grades Due
October 16-18	Wednesday-Friday	Fall Break (No Classes)
October 21	Monday/8:00 a.m.	Classes Resume
November 27-29	Wednesday-Friday	Thanksgiving Break (No Classes)
December 2	Monday/8:00 a.m.	Classes Resume
December 6	Friday	Last Day of Classes
December 9-12	Monday-Thursday	Examinations
December 14	Saturday	Commencement

Spring Semester 2020

Online and Evening Program

January 13/Monday – March 6/Friday	Term 1
March 9/Monday – May 1/Friday	Term 2
May 4 Monday – June 26/Friday	Term 3

Day Campus Program

January 5	Sunday/1:00-5:00	New Student Orientation & Skills Testing
January 6	Monday/8:00 a.m.	Residence Halls Open for Returning Students
January 6	Monday/8:30-5:00	Orientation and Advisement
January 7	Tuesday/8:00-5:00	Registration
January 13	Wednesday/8:00 a.m.	Classes Begin
January 20	Wednesday	Last Day-Late Enrollment/Course Changes
March 6	Friday	Midterm Grades Due
March 9-13	Monday-Friday	Spring Break
March 16	Monday/8:00 a.m.	Classes Resume
April 10-13	Friday/Monday	Easter Holiday
April 14	Tuesday/8:00 a.m.	Classes Resume
April 21	Tuesday	Last Day of Classes
April 27-30	Monday-Thursday	Examinations
May 2	Saturday	Commencement

Fall Semester, 2020

Online and Evening Program

July 1/Wednesday– August 21/Friday	Term 4
August 24/Monday – October 16/Friday	Term 5
October 19/Monday – December 11/Friday	Term 6

Day Campus Program

August 12	Wednesday/1:00-3:00	New Faculty/Staff Orientation
August 13	Thursday/8:30-5:00	Full Faculty/Staff Workshop
August 14	Friday/9:00-5:00	New Students Arrive & Begin Orientation
August 15	Saturday-Aug. 16/Sun.	New Student Orientation & Skills Testing
August 17	Monday/8:00-5:00	New Student Advisement & Activities
August 17	Monday/8:00 a.m.	Residence Halls Open for Returning Students
August 18	Tuesday/8:00-5:00	Registration & Returning Student Advisement
August 24	Monday/8:00 a.m.	Classes Begin
August 26	Wednesday/10:15 a.m.	Presidential Convocation
September 7	Monday	Labor Day Holiday (No Classes)
September 8	Tuesday/8:00 a.m.	Classes Resume
September 8	Tuesday	Last Day-Late Enrollment/Course Changes
October 13	Tuesday	Midterm Grades Due
October 14-16	Wednesday-Friday	Fall Break (No Classes)
October 19	Monday/8:00 a.m.	Classes Resume
November 25-27	Wednesday-Friday	Thanksgiving Break (No Classes)
November 30	Monday/8:00 a.m.	Classes Resume
December 4	Friday	Last Day of Classes
December 7-10	Monday-Thursday	Examinations
December 12	Saturday	Commencement

Spring Semester 2021

Online and Evening Program

January 11/Monday – March 5/Friday	Term 1
March 8/Monday – April 30/Friday	Term 2
May 3/ Monday – June 25/Friday	Term 3

Day Campus Program

January 3	Sunday/1:00-5:00	New Student Orientation & Skills Testing
January 4	Monday/8:00 a.m.	Residence Halls Open for Returning Students
January 4	Monday/8:30-5:00	Orientation and Advisement
January 5	Tuesday/8:00-5:00	Registration
January 11	Monday/8:00 a.m.	Classes Begin
January 20	Wednesday	Last Day-Late Enrollment/Course Changes
March 5	Friday	Midterm Grades Due
March 8-12	Monday-Friday	Spring Break
March 15	Monday/8:00 a.m.	Classes Resume
April 2-5	Friday/Monday	Easter Holiday
April 6	Tuesday/8:00 a.m.	Classes Resume
April 21	Tuesday	Last Day of Classes
April 26-29	Monday-Thursday	Examinations
May 1	Saturday	Commencement

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 2,597 students on the Day Campus and in the Online and Evening Programs, Approximately 64 students are enrolled in the MBA program. There are 6 sites located in South Carolina. Limestone's total enrollment is approximately 2,661.

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.

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 2015, the student housing building was renamed as the The Vivian Elledge and George Carl Ball Residence Hall.

In 2013, the College purchased two apartment complexes adjacent to the campus to provide additional housing for upper-class students. In the spring of 2013, Limestone completed the Bob Campbell Field House. The new 23,000 square foot Field House includes 455 lockers, with separate areas for football, men's and women's soccer, men's and women's lacrosse, baseball, softball, and field hockey. The building also includes a laundry facility, equipment storage, a concessions area and restrooms for spectators, and a ticket sales box office.

Limestone College's new Walter W. Brown Residence Hall opened for students in the fall of 2016. The new residence hall offers 200 beds in a pod-style configuration that includes a mix of single- and double-occupancy options. The $8.75 million, 45,000-square-foot three-story structure is located on the corner of Griffith and O'Neal Streets.

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. Nine 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.

INTRODUCTION

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 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 Day Campus 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 Online and Evening Program 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 Online and Evening Program 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.
- 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.

INTRODUCTION

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

The Liberal Arts

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

Educational Goals

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

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

- Critical Thinking: development of sound analytical and synthetic reasoning skills and the ability to employ reasoning skills in productive problem solving;
- Communication: ability to write, speak, read, and listen effectively;
- Mathematical Skills: ability to use and understand statistical and other quantitative techniques to interpret data;
- Historical Perspective: awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- Social Institutions: knowledge of the major institutions of society such as work, family, voluntary associations, and government;
- Science: understanding the nature of scientific inquiry as well as the role of science in the historic and modern world;

- Technology: ability to employ computer and other technologies in writing and in manipulation of data, and understanding the nature and limits of technology;
- Cultures: awareness and appreciation of diverse cultures, languages, philosophies, religions and methods of understanding them;
- Aesthetic Sensitivity: appreciation and understanding of literature and the fine arts;
- Global Interdependence: awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social, and cultural systems; and
- Values: awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society.

Student Learning Outcomes

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

- Demonstrate critical thinking through analyzing, evaluating, 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 (both face-to-face and online) for other course work is offered to many classes. The library offers traditional and online research assistance and interlibrary loan 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, 11 computer stations, and laptops (and iPads) that can be checked out

for in-house use only. The library currently maintains over 546,393 physical and electronic resources (including print books, e-books, and e-videos) and provides access to 494,825 full-text journals and 175 research databases. Main access to .....is available 24/7 through the library's website (http://my.limestone.edu/library). The site includes links to the online catalog, electronic book collections, research databases, 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 Society of Health and Physical Educators (SHAPE). The Business Administration Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), The Social Work Program is accredited by the Council on Social Work Education (CSWE). 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, the Eastern College Athletic Conference (ECAC) and the South Atlantic Conference (SAC).

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 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 Campus, Evening, and Online Programs..

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 Online and Evening classes (which are mainly for adult students).

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

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

ADMISSIONS INFORMATION

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 and gender identity discrimination as well as 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
864-488-8377
limestone.edu
http://my.limestone.edu/academic-resources/accessibility

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, Cooper West 310
Gaffney, SC 29340
864-488-4473; dflynn@limestone.edu
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 Day Campus, Evening, or Online Admissions Office

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 Day Campus, Evening, or Online Admissions Office.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Day Campus, Evening, or Online Admissions 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 301W). 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 and transcripts of previous college work to the Day Campus, Evening, or Online Admissions Office.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Day Campus, Evening, or Online Admissions Office unless you are 21 years of age or older, in military service or transferring 12 or more credits to Limestone College.

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 120 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), Advanced Placement (AP), Dantes and International Baccalaureate (IB). . 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 Provost. Credits transferred are not used in computing a student's grade-point average.

Transfer students who have not met Limestone College's communication requirements must take the communication 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 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 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.

Provisionally accepted students may enroll in 12 to 16 credit hours per semester. Provisionally accepted students who are receiving Hope, Life, or Palmetto Scholarships are exempt from that limit. If the provisionally-admitted student successfully completes the semester, as determined by the Provost, 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. International students must be enrolled as a full time student with at least 9 hours in the classroom (On Day Campus) to fulfill the requirements of the International Student Exchange and Visitor Program (SEVIS). Those students wishing to take courses through the Internet must simultaneously enroll in classroom courses on our Day Campus in Gaffney. Prior to the issuance of an F-1 student visa, a processing fee of $250 must be paid.

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 Day Campus, Evening, or Online Admissions 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 Day Campus, Evening, or Online Admissions Office. 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 should apply to Limestone College through the regular admissions process. SAT/ACT scores 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 http://my.limestone.edu/academic-resources/accessibility.**

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 Day Campus, Evening, or Online Admissions 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 who are in academic good standing with their high school 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 and permission form, and have met the required score on placement tests for Limestone College.

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 Day Campus, Evening, or Online Admissions 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.

FINANCIAL INFORMATION

GENERAL FEES FOR 2018-2019

	DUE FOR FALL REGISTRATION (AUG.-DEC.)	DUE FOR SPRING REGISTRATION (JAN.-APRIL)
Tuition		
(Maximum 18 s.h.)	$12, 450.00	$12, 450.00
Room	$2, 268.00	$2, 268.00
Board (21 Meals)	$2, 255.00	$2, 255.00
Board (12 Meals)	$1, 358.00	$1, 358.00

- On Campus College Housing will cost $2, 268.00 per semester for the following: Ebert, Eunice, Fort, Greer. The 21 Meal Plan is required.
- Brown Hall will cost $2, 533.00 for double occupancy, and $2, 973.00 for single occupancy. Ball Hall (single occupancy only) will cost $2, 973.00. The 21 Meal Plan is required.
- Off -Campus College Housing (all apartments will cost $2, 546.00 per semester. Students living in Off-Campus College Housing will be required to choose between the 21 Meal Plan ($2, 255.00 per semester) and the 12 Meal Plan ($1, 358.00 per semester).

Day Campus Program

Students who enroll in fewer than 12 semester hours are classified as part-time students. Part-time students pay $1, 038.00 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 Dean of Faculty. The overload fee is $250.00 per credit hour for each hour over 18 hours.

Day Campus students who wish to enroll in Online and Evening courses must have a valid reason for doing so and must have the written approval of the Provost or Dean of Faculty. Normal overload charges will apply.

Online and Evening students who are approved for enrollment in daytime courses will pay $1038.00 per credit hour, as any other part-time student.

Evening Program

Beginning July 1, 2018 (Session 4)

The tuition and fee costs for the 2018-2019 academic year for the Evening Program are:

One (1) credit hour course $441.00
Three (3) credit hour course..... $1323.00
Four (4) credit hour course $1764.00

FINANCIAL INFORMATION

Military Rates:

One (1) credit hour course $243.00
Three (3) credit hour course..... $729.00
Four (4) credit hour course $972.00

Online Programs

One (1) credit hour course $441.00
Three (3) credit hours $1323.00
Four (4) credit hour..... $1764.00

Military Rates:

One (1) credit hour course $243.00
Three (3) credit hour course $729.00
Four (4) credit hour course $972.00

Directed Study Courses (3) credit hours..... $1323.00
Coordinated Study Courses (3) credit hours..... $1323.00

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
Two 30 minute lessons per week.....$200.00/course
Instrumental Rental per semester..... $25.00/instrument

Day Student Fee (includes lab fees, parking fees, and technology fees).....$500/per semester

Identity Verification Fee(Internet Course).....$5.00

Material Fees (Includes Book and Learning Materials)

BA 103.....$100.00
Business/Computer Science 102 (cross-listed course).....$120.00
Computer Science 202.....$120.00
English 100 (Day Campus Program) $100.00
English 100 (Extended Campus) $100.00
Interdisciplinary Studies 110..... .....$75.00
Management 326.....$100.00
Marketing 300.....$100.00
Psychology 101, 105, 204, 303, 310, 400 .....$100.00/per course listed
Psychology 302 and Psychology 311.....$100.00/per course listed
Social Work 204, 205, 208, 230, 301, 302, 304.....$60.00/per course listed
Social Work 206/Psychology 202.....$100.00/per course listed

Other Fees/Deposits

Application for Admission (Good for 18 months)..... $25.00
Coordinated Study Fee (Day Students).....$200.00

Diploma/Graduation Fee (includes diploma, diploma cover, cap and gown, and application fee) **nonrefundable**..... $125.00
Faculty/Staff Tuition Exchange Fee.....$25.00/Semester
Faculty/Staff Tuition Remission Fee.....$25.00/Semester
Internship Fee..... Variable
Late Graduation Application/Degree Audit Fee **(nonrefundable)**..... $100.00
Lost or Damaged College ID Card Replacement Fee..... $10.00 (first one free)
PALS Program..... Variable
Teacher Cadets $30.00
Transcript Fee (In -Person) $10.00
Transcript Fee (Online)..... $13.00

Note: Transcript requests from Limestone College are available through Parchment by signing into the LC Portal. The cost is $13.00 per copy and can be sent electronically or paper form. Please make sure that the electronic transcript will be accepted by the recipient. Many institutions will not accept electronic transcripts that have been received by the student and forwarded to the school. It is the responsibility of the student to verify this information prior to placing the order. If for any reason the recipient does not accept the electronic transcript, an additional order will need to be completed. Transcript request are not approved unless the student account reflects a zero balance at the time of the request. Any department hold will prevent the request from also being approved.

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 (non-refundable) will be credited to student accounts at the beginning of each semester.

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 Provost and on the following basis:

	Portion of Tuition and Fees, Room Returned
When the student has been enrolled	
Up to 7 calendar days after classes begin	100%
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 . No refund of board will be issued after the first 7 calendar days after classes begin. 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 Online and Evening 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 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
Online and Evening Program: Online and Evening student credit balances will be disbursed two times each month. Charges are entered on student accounts each term after the drop/add period. Subsequently, payments received are entered on student accounts as funds are received from all sources (examples: loans, grants, paid scholarships, etc.).

Day Campus Program: Day Campus 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, etc.

Note: Schedules concerning refund dates are sent to all students at the beginning of each semester. Schedule are also available on the LC Portal. Students are asked to check their limestone.edu e-mail address for any refund updates. Limestone College uses Higher One as a refund agent. New students will received a Refund Selection Packet in order to select their preferred refund method. Please verify your mailing address in the LC Portal. The Refund Selection Packets will be issued within 3 weeks of the drop/add date of your first day of class.

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 paid along with a $25.00 service charge within 10 business days of notification from Limestone College. Acceptable methods of payment for the amount are credit/debit card, cash or money order. If the check and fee are not paid on time, Limestone College will be notifying the Solicitor's Worthless Check Unit for collection. Failure to pay the check and applicable fees may lead to your arrest and criminal prosecution by the Solicitor's Office. If a check is returned and is submitted to the Solicitor's Office for collections, we will no longer accept personal checks as a method of payment.

CHECK CASHING SERVICE

During regular business hours and when funds are available, the Business Office Staff is authorized to cash checks up to $50.00 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 Campus 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).

APPLICATION FOR FINANCIAL AID

To receive state and federal financial aid, all students must complete a Free Application for Federal Student Aid form (FAFSA).

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. The FAFSA is available beginning October 1 prior to the academic year of attendance (ex. October 1, 2018 for the 2019-2020 academic 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 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.

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.**

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 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.

Hours Attempted	*Requirement*
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.

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 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 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 (but not limited to) one or more of the following: death of an immediate family member, personal or immediate family member's illness, divorce or legal separation, or change in work schedule. 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 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.

FINANCIAL AID AND SCHOLARSHIPS

Grants /Scholarships (South Carolina)

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 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 Enrollment Services for an extension of scholarship assistance which in no case may exceed an additional two (2) semesters.

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. Online and Evening students must be enrolled in two Term 5 classes (can be Evening; Online or a combination of one Evening class and one Online class). Students who do not enroll as above stated forfeit the SC Tuition Grant for the award year. Online and Evening 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 Online and Evening 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 Online and Evening 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 have 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, state and military 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).

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.

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.

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.

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.

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 CAMPUS PROGRAM SCHOLARSHIPS

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

A Presidential Palmetto Fellows Scholarship is offered to 3 individuals that have been awarded the SC Palmetto Fellows Scholarship. This scholarship covers full tuition, room, and board less any federal and state grants (including military benefits) for up to four years, provided satisfactory academic progress continues with the student maintaining Palmetto Fellows renewal requirements.

The McMillan Scholarship was named in honor of one of Limestone's longtime professors, Montague McMillan. This scholarship program for young women was established in 2012 for full-time students in the Day Campus program who graduate from high school with GPAs of 3.0 or higher. McMillan Scholars will retain the scholarship as long as they remain in good academic standing at the college.

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 Richard W. and Margaret Thomson Carr Scholarship Fund
The Carter-Campbell Scholarship Fund
The J. J. and Mamie Ray Creech Scholarship Fund

FINANCIAL AID AND SCHOLARSHIPS

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

Limestone Fine Arts Scholarships

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

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

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

The Carrie Anderson Arnold Scholarship Fund
The Alvin Cain Scholarship Fund
The Martha Anne Cline Endowment Fund
The Birdsell and Helen Chesseman 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 Day Campus 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

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

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

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

The 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.

The Joan Cadieu Canady '56 Memorial Scholarship – This fund was established in 2013 by Charles Cadieu in memory of his sister, Joan Cadieu Canady, a 1956 alumna of Limestone. An annual scholarship will be awarded each year to a female student enrolling or currently enrolled full time from Cherokee County as a biology or chemistry major or enrolled in any pre-medical or medical programs. The scholarship may be awarded to a qualifying freshman, sophomore, junior, or senior class student.

The 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 full-time 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.

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 Cargill-Strickland Educational Endowed Scholarship-This fund was established in 1998 in memory of John Edwin Cargill and Eleanor Cargill Strickland ('49) and in honor of Mabel Anne Bridges Cargill ('28). The scholarship will be awarded to a deserving student pursuing a degree in education for teacher preparation who exemplifies academic merit and financial need.

The Paul Casey Memorial Scholarship – This scholarship was established in 2013 by Jean Casey in memory of her son, Paul Casey. Paul was a men's lacrosse player and team captain at Limestone prior to his death in 1994. An annual scholarship will be awarded to a rising senior on the Men's Lacrosse team who has a minimum GPA of 2.75 and who exhibits and exemplifies integrity, leadership, and unselfish service to the team and the community.

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 3.0 grade point average or better with a major in the natural sciences.

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.

Rebecca Rogers Cordes Scholarship - The Rebecca Rogers Cordes Family established this scholarship in 2015 in honor of Rebecca Rogers Cordes, alumna of the class of 1952. The scholarship will be awarded to a full-time traditional day student of any

class rank and must have financial need as determined by the Financial Aid Office. The scholarship may be renewed if the student remains in good academic standing and financial need continues.

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

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

Charles J. Cunning Endowed Scholarship - This fund was established in 2015 by Charles J. Cunning. The scholarship will be awarded to a student with financial need and in good standing at Limestone College.

The Ann Berry Derrick Endowed Scholarship-This fund was established in 2018 by Dr. C. Warren Derrick, Jr. along with his children, Andrea Derrick Truitt, Hope Derrick, and Scott Derrick in memory of Ann Berry Derrick, wife, mother, and Limestone alumna of the Class of 1959. The scholarship will be available to a traditional day student with a declared major in Social Work. The recipient must be a sophomore, junior, or senior and must maintain a minimum GPA of 2.5.

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.

Richard W. Dunn Annual Scholarship - This fund was established in 2014 by Daniel F. Dunn and Richard W. Dunn, Jr. in memory of their father, Richard Dunn, Sr. An annual scholarship will be made each year to a qualifying freshman, sophomore, junior, or senior class student who is a member of the Limestone football team. First preference will be given to a student from Spartanburg County in South Carolina; second preference will be given to a student from the state of South Carolina. The scholarship is renewable if the student makes satisfactory progress toward graduation.

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

The Faye Carter Edwards '51 and G. Preston Edwards Endowed Scholarship This scholarship fund was initiated in November 2005 by Faye Carter Edwards, a 1951 alumna, and her husband Dr. G. Preston Edwards. The scholarship will be awarded to a sophomore, junior or senior full-time, traditional day student with financial need.

Preference will be given to females. The recipient shall be strongly committed to the concept of education as a public good rather than a private benefit.

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

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

The 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 grades 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.

Walt Griffin Endowed Scholarship- This fund was established in 2018 by the Board of Trustees as a token of appreciation for the leadership of Dr. Walt Griffin who served Limestone College selflessly as president from July 1, 1992 until his retirement December 31, 2017. The scholarship may be awarded to a junior or senior student who has declared a major in history and has a minimum GPA of 3.0, or better overall and a 3.0 or better in history courses.

FINANCIAL AID AND SCHOLARSHIPS

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.

Jean Carter Jarrell '49 Endowed Scholarship – The scholarship fund was established in 2015 by alumna Jean Carter Jarrell, Class of 1949, as a tribute to her parents, Jewel Donnan Carter and Rudolph Eaves Carter, who encouraged her to further her education

at Limestone College. The scholarship is available to traditional day students, enrolled full-time, that are motivated to succeed and express an interest in bettering themselves. The recipient shall be from any class. Students with an average GPA are encouraged to apply. Students majoring in physical education, sports management, or any other major related to athletics are not eligible to receive this scholarship.

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.

T**he Ruth Wolfe Linville Scholarship -** A scholarship established in 2001, after the death of Ruth Wolfe Linville '29, that provides scholarship aid to students majoring in History or in one of the social sciences at Limestone College. In addition to the major, consideration will be given to the applicant's financial need and academic record in high school.

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

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

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

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

The 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.

FINANCIAL AID AND SCHOLARSHIPS

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.

Kevin Whaley McCarley-This fund was established in 2016 in memory of Kevin Whaley McCarley, Class of 1993, by his family. An endowed scholarship will be awarded to a deserving student from Union County, South Carolina. If there are no qualifying students from Union County, the scholarship may be awarded to a deserving student from another area.

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 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 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.

Laurens (Lonny) Potter Moore Endowed Scholarship - This fund was established in 2014 by Judy Wyles, Class of 1970, in memory of Laurens (Lonny) Potter Moore. The scholarship is available to an incoming freshman majoring in Theater, Music Theatre, or English/Theatre and making satisfactory progress toward graduation. The scholarship will be renewable based on financial need.

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.

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.

David and Nancy Rilling Endowed Scholarship- This fund was established in 2018 by Mr. & Mrs. David and Nancy Rilling. The scholarship will be awarded to a full-time traditional day student at Limestone College with financial need as determined by Financial Aid.

The Thomas H. '37 & Dorothy A. Robelot 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.

Ramona McBrayer Ross Endowed Scholarship - This fund was created in 2014 by Dean Ross in memory of his wife, Ramona McBrayer Ross, alumna of the class of 1955. The scholarship will be awarded to a student who has declared a major offered through the Department of Music, has financial need, and maintains a 3.0 GPA.

First preference will be given to a student from the upstate of South Carolina or the surrounding counties of North Carolina. Second preference will be given to a student from South Carolina or North Carolina, with third preference going to a student that meets all other criteria with the exception to residency based on the recommendation of the Music Department. The scholarship may be renewed if the student remains in good academic standing and all other criteria are met.

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 Campus 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 Campus 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 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.

STUDENT LIFE

STUDENT SERVICES

The Division of Student Services oversees areas which affect student life on the campus. These areas include residence life, student activities, intramurals, 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 Campus Security officers to provide security on the campus. The officers are on duty 24 hours a day, seven days a week. Security is also available to provide escort service in addition to routine security tasks.

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

DRUG-FREE SCHOOLS ACT

The possession, manufacture, distribution, and use of drugs, alcohol, and alcohol containers are forbidden on the campus. In compliance with the Drug-Free Schools Act, efforts to maintain a drug and alcohol-free environment are provided and 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 the online "Medical History and Physical Examination" form and a copy of immunization records. 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.

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, practice fields and Saints field, a gymnasium, a field house, baseball field, and a jogging trail. The Timken East fitness facilities: gymnasium, dance studio, racquetball courts, and cardio/weight room, 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 (women and men), baseball, lacrosse (women and men), tennis (women and men), golf (women and men), basketball (women and men), wrestling, and track and field (women and men), field hockey. Limestone is a member of the Conference Carolinas, NCAA Division II and South Atlantic Conference.

STUDENT LIFE

CAMPUS ORGANIZATIONS

Alpha Chi (National College Honor Scholarship Society)
Alpha Psi Omega, the honors society for theater
Alpha Phi Sigma National Criminal Justice Honor Society
Athletic Training Student Organization
Barbell Club
Call Me Mister
Candelabra Staff (art and literary magazine)
Campus Crusades for Christ (CRU)
Cherokee County ROTARACT Club
Chi Alpha Sigma (National Athletic Academic Honor Society)
* Christian Education and Leadership Program (CELP)
* Criminal Justice Club
ENACTUS
* Fellowship of Christian Athletes (FCA)
HAUS of Art
Honors Program
I Pan Band
Landa Mu Sigma Fraternity
Limestone College Community Chorus
Limestone College Jazz Ensemble
Limestone College Show Choir
Limestone College Wind Ensemble
* Limestone Activities Board (LAB)
Phi Alpha National Social Work Honor Society, Rho Iota
Phi Alpha Theta History Honor Society
Physical Education Club
Pre-Law Society
* Psychology Club
Marching Saints
National Association for Music Education
One Rock
Science Club
Sigma Beta Delta (National Business Honor Society)
South Carolina Education Association
* Student Government Association
Student Athletic Advisory Committee (SAAC)
* Student Organization of Social Workers
* Student Alumni Leadership Council*
Zeta Beta Theta Sorority

* *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 prohibiting discrimination and sexual harassment, and for a description of grievance procedures, please visit www.limestone.edu/know-your-rights.

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, Provost, Dean of Faculty, 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, 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.

ONLINE FORUMS

Students in Online classes may access material 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

(Please Note: If you have a complaint against a Limestone College student, faculty, staff, or administrator for sexual harassment, discrimination, or assault, and/or domestic violence, dating violence, or stalking you should contact the Title IX Coordinator or one of the Designated Deputy Coordinators).

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 Provost, after submitting a written complaint to him/her.
- If after meeting with the Provost, 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, page 25.

STUDENT SUCCESS

The Division of Student Success seeks to empower students with the knowledge, skills, and awareness necessary to achieve success in college and in life. We offer a number of programs and services to enhance the overall success of students at Limestone College and to support them in their goal of achieving a college degree. Areas within the Division of Student Success include academic support, accessibility, career and professional development, honors program, international student support, success coaching, and the testing center. The Division strives to encourage, guide, and support our students through engagement opportunities, instructional workshops, and mentoring. Our services are free for current Limestone students.

Academic Support

Coffee and Conversation Students must have a strong connection to their Limestone faculty to be academically successful. That's why we want to treat the student and a faculty member of their choice to a free drink from the Starbucks on Limestone's Gaffney Campus. The student can enjoy a free beverage while getting to know a faculty or staff member outside of the classroom.

Study Hall A structured, supervised, distraction-free study environment is provided for students to study and to complete assignments. Study Hall is offered on Limestone's Gaffney Campus in Granberry Hall 200B from 6:00 p.m. until 10:00 p.m., Sunday through Thursday.

Tutoring The Office of Academic Support provides FREE tutoring to all Limestone students. The peer tutoring program strives to support students in becoming independent learners and to foster academic growth. Students may schedule private, online or in person, tutoring sessions or may attend a group study session.

The Math and Writing labs provide students with supplemental support outside of the classroom setting. Students may visit the labs on Limestone's Gaffney Campus or may schedule online sessions with a peer or faculty tutor.

Accessibility

The Office for Accessibility at Limestone College is dedicated to opening doors of equal opportunity to individuals with disabilities. We assist students who self-identify with documented disabilities by determining their eligibility for services through an interactive, collaborative process between the student and Accessibility staff, and then working together to determine reasonable accommodations and services.

Accommodations may include, but are not limited to, extended time on exams, textbooks in alternate formats, note takers, and assistive technology.

GENERAL EDUCATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

To graduate from Limestone College a student must successfully complete a minimum of 120 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 AWE 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 100 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 Online and Evening students must take English 100, 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: Students achieving an SAT score of 440 on the Verbal Skills section or equivalent ACT score (18) on either the Writing section or the English section are not required to take the College Writing placement exam.)

B. Students whose majors require Mathematics 115 or Mathematics 116 must take and pass Mathematics 114 with at least a “C” as a prerequisite to Mathematics 115 and 116 unless exempted by an ACT score of 18 on the mathematics section

test or SAT score of 500 on the mathematics section test. Only students whose majors require Mathematics 115 or 116 must satisfy this prerequisite. Students whose majors require only Mathematics 110, 111, 112, or 200 may register for those courses without taking Mathematics 114. However, passing Mathematics 110, 111, 112, or 200 does not satisfy the prerequisite of Mathematics 114 with at least a “C” for Mathematics 115 or 116. Students should begin their mathematics requirement during their first term at Limestone College.

II. **Achieving Writing Excellence (AWE) Writing Intensive Courses**

In addition to requirements for the academic major, students pursuing a baccalaureate degree must complete a minimum of 3 AWE courses (9 credit hours) to complete the AWE requirement. Students pursuing an associate degree must complete a minimum of 2 AWE courses (6 credit hours) to complete the AWE requirement. Students who transfer to Limestone with credit in English 101 and 102 (including AP credit) must complete a minimum of 1 AWE course (3 hours) to complete the AWE requirement. Students transferring to Limestone with credit in English 101 must complete a minimum of 2 AWE course (6 credit hours). Courses which are AWE Writing Intensive Courses are identified by a "W" in the course number.

III. **General Education Requirements**

A. **Baccalaureate Degrees**

In addition to earning 120 credit hours with a minimum of a 2.0 GPA, candidates for all baccalaureate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirement is intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by successfully completing 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. One course is required: ID 110, ID 150 or 201.

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 110, ID 150 or ID 201.

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

1. Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required) English 101W and 102 W(or 103HW); and 105. If 103HW is taken, 103HW and 105 are required;

2. Comprehend, demonstrate, or articulate the value inherent in a literary creation. (3 hours required). One course selected from: English 201,202, 203, 204, 205, 206, 220, 311W, 312;
3. Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required) Art 101, 102, 103, 200, 208, 210, 211, 213, 240; Music 100, 101, 104, 205, 208 any Music Ensemble course; English 232, 240, 340; Physical Education 135,136, 137, 138; Theatre 101, 102, 103, 202, 204; Communication 103;
4. 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.(6 hours required). One course selected from: HI 110, 111, 112, 113, 214. Another course selected from: BA103, 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; HR 103, IS 150; PO 101, 242, 243, 341, 342; any foreign language; SO 201, 202, PS 101, SW 101, CJ 201;
5. Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems. (3 hours required). One course selected from: MA 110, 111, 112, 114, 115, 116, 122, 150, 200, 205;
6. 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);
7. 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 150, PE 201, 202, 210, 287; PS 105, 202, 204; ME 236, SW 206;
8. Demonstrate an understanding of the role of values and ethics in decision making. (3 hours required). One course selected from the following list: BA 310, CJ 325; ED 310, HI 309W,HI 315, PL 201, 210, 211, 310; RE 202, 203, 205, 210, 221, 222, 225, 301; SC 201, 203, 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 301W, 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 101W, 102W, 105, MA 114 or satisfactory completion of the College Quantitative Skills placement examination).

Note: Students who have an overall GPA of 3.5 may qualify to waive ID301W by requesting to take the ETS Proficiency Profile exam. Students who achieve proficiency on all parts of the ETS Proficiency Profile test may waive ID 301W, but "credit by examination" is not available for this course. ID 301W 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 301W. (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. Applications will be accepted after these dates up to April 1st and November 1st respectively. 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. 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. Following the initial application deadline, the Campus Store will send an email with a link and instruction for ordering cap and gown.

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 dates up to April 1st and November 1st, respectively, but late applications will incur a $100 non-refundable late fee, for a total fee of $225. The deadline for the September conferral is August 15th, and no applications will be accepted after this deadline. Since there is no commencement ceremony in September, students who apply for September conferral will have the option to participate in the December ceremony. 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.

For students who graduate in May or December, official transcripts will be mailed out the week of the commencement ceremony. Diplomas will be mailed out 4-6 weeks later. For those students who are conferred in September, official transcripts will be mailed out on September 1, and diplomas will be mailed out 4-6 weeks later.

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 four divisions: Division of Arts and Humanities, Division of Education and Behavioral Sciences, Division of Natural and Health Sciences, Division of Business and Professional Studies. The following disciplines offer baccalaureate and/or associate degrees. Some majors offer specialized concentrations within a major.

MAJOR/CONCENTRATION	DEGREE
Art	
Studio Art	B.A.
Studio Art/Graphic Design	B.A.
Athletic Training	
Athletic Training	B.S.
Biochemistry	
Biochemistry	B.A.
Biology	
Biology/Cellular and Molecular	B.S.
Biology/General	B.S.
Biology/Organismal	B.S.
Biology/Pre - Professional	B.S.
Business	
Business Administration/General Business	A.A., B.S.
Business Administration/Accounting	B.S.
Business Administration/Economics	B.S.
Business Administration/Finance	B.S.
Business Administration/Law	B.S.
Business Administration/Management	B.S.
Business Administration/Marketing	B.S.
Chemistry	
Chemistry	B.A.
Chemistry	B.S.
Computer Science and Information Technology	
Computer Science/Programming	A.S., B.S
Computer Science/Web Development and Database	A.S., B.S.
Computer Science /Information Technology	A.S., B.S.
Computer Science/Computer and Information Systems Security	B.S.
Criminal Justice	
Criminal Justice	B.A.
Criminal Justice/Law	B.A.
Childcare Management	
Childcare Management	B.A.

ACADEMIC DISCIPLINES AND MAJORS

MAJOR/CONCENTRATION	DEGREE
Early Childhood Education	
Early Childhood Education	B.A.
Elementary Education	
Elementary Education (Grades 2-6)	B.A.
English	
English	B.A.
English Education (Grades 9-12)	B.A.
English/Theatre	B.A.
English/Writing Concentration	B.A.
Health Care Administration	
Health Care Administration	B.S.
Health Sciences	
Health Sciences	B.S.
History	
History	B.A.
History/Pre-Law	B.A.
Human Resource Management	
Human Resource Management	B.S.
Human Resource Management/Training and Development	B.S.
Liberal Studies*	
Liberal Studies	A.A.
Liberal Studies	B.A.
Liberal Studies	B.S.
Mathematics	
Mathematics	B.S.
Mathematics Education (Grades 9-12)	B.S.
Music	
Music	B.A.
Music/Jazz	B.A.
Music Education (Grades K-12)	B.A.
Nursing	
Nursing (Pending SACS -COC Approval)	B.S.N.
Physical Education	
Physical Education/Teacher Education (Grades K-12)	B.S.
Physical Education/General	B.S.
Physical Education/Strength and Conditioning	B.S.
Professional Communication	
Professional Communication	B.A.
Psychology	
Psychology	B.A.
Psychology	B.S.
Social Work	
Social Work	B.S.W.
Sport Management	
Sport Management	B.S.

MAJOR/CONCENTRATION	DEGREE
Theatre	
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.**

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.

If a student returns to complete a minor after graduating with a bachelor's degree, he/she will not be eligible for financial aid.

Minors - Baccalaureate Levels: Art, Biology, Business Administration, Chemistry, Christian Studies, Coaching, Computer Science Software Applications, Computer Science Web Development, Counseling, Criminal Justice, English, Health Care Administration, History, International Studies, Mathematics, Military Science, Music, Professional Communication, 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

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 120 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 The Arts and Humanities Division. The program must be approved 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 2 additional AWE courses (6 credit hours).

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 program coordinator for Liberal Studies must approve the program of study.

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

In addition to free, reasonable accommodations through the Accessibility Office, Limestone College offers a comprehensive support program, PALS (Program for Alternative Learning Styles), for students with learning and attention challenges. PALS students meet weekly with PALS staff and have access to an organizational coach and learning specialist. PALS is a fee-based program. In some cases, the Office for Vocational Rehabilitation will assist in funding the student's participation. Please contact your local VR office or speak with your high school counselor to obtain contact information. PALS is only offered during the regular academic year and only at the Day Campus of Limestone College in Gaffney, SC.

HONORS PROGRAM (Day Campus 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 CAMPUS STUDENTS)

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

PRE-PROFESSIONAL PROGRAMS (DAY CAMPUS 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 Provost. 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 junior or senior student by a Limestone College faculty member when the student's special circumstances do not allow enrollment in a classroom or he Evening or Online 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 eight weeks and consist of at least eight (8) meetings between faculty and student. Faculty members may supervise no more than two (2) coordinated study courses per semester. A student is limited to two (2) coordinated study courses during his/her time at Limestone College. A coordinated study course may not be taken to repeat a course. Any exceptions to the above policies must be approved by the Office of Academic Affairs.

1. A student must submit a written application for Coordinated Study on the appropriate form available in the Registrar's Office, the Evening and Oline Office, or on the Limestone College website. The form should be submitted by the add/drop deadline of the term or semester in which the coordinated study will be conducted. Coordinated studies may not begin before receiving final approval by the Associate Provost.

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 Dean of Faculty prior to the anticipated start date.

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 $200.00 nonrefundable course tuition).

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 Campus, and Evening 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 ONLINE AND EVENING PROGRAM

The Online and Evening Program provides educational opportunities both in the classroom and online for working adults wishing to complete a baccalaureate degree. The Online and Evening 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 Online and Evening Program has a special reduced 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 Online and Evening 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 Evening Program has classroom sites in Charleston, Columbia, Florence, Gaffney, Greenville, and Aiken/North Augusta. The Evening 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.

Courses in the Online 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 Online and Evening 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 the Online and Evening Courses is listed on page 78 under the heading of **Class Attendance.**

For registration, information and the current schedule of Online and Evening Courses, please contact the Online and EveningProgram office or view the home page at **www.limestone.edu/ec.**

All Online and Evening 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: Online and Evening students are subject to all institutional regulations and policies.

SPECIAL PROGRAMS

VETERANS BENEFITS

Students eligible for veterans benefits should contact the Online and Evening 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 Campus Program --- enrolled in at least 12 semester hours in the Day Campus Program 16-week semester.
- Online and Evening Program
  Evening format --- enrolled in two 8-week courses per term in order to qualify for benefits.

  Online format --- enrolled in two 8-week courses per term 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 Online and Eveningprograms (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
W	NA	withdrew
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 120 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 Provost.

"I" - A mark of "I" is assigned, at the discretion of the instructor and the Provost, 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 grade of "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.".

The grade of "W" will not affect a student's GPA. The grade will be awarded to students who withdraw from a course from the 2nd week of class through the Friday after midterms or for Online/Evening classes through the 5th week of class at 5:00 pm. After that a grade of "WP" or "WF" will be awarded through the last day of class.

Final examinations must be scheduled in the final exam period at the end of each semester. If a student misses a final examination because of an unavoidable conflict, the instructor will arrange a time when the student may take the final exam. A student with three examinations in a single day is entitled to reschedule one of them. No extracurricular activities are scheduled during examination week with the exception of athletic events scheduled by the NCAA, the appropriate athletic conference, or events approved by the Provost. In the case of approved events that conflict with final examinations, students are responsible for making prior arrangements with the instructor.

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 aveage 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 Provost. 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 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. 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.

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 incorrect, and the student wishes to appeal the grade, he/she must proceed in the following manner:

- Present and review the concern with the instructor and attempt to resolve the issues concerning the grade. All concerns must be presented in writing.
- If the concern is not resolved with the instructor, then the student should submit an appeal to the Associate Dean for Academic Affairs using the online grade appeal form on the Limestone College website. Appeals must be submitted to the Associate Dean for Academic Affairs within 30 calendar days of the grade being assigned.

Grade appeals will be considered for the following reasons:

- The grade assigned was miscalculated according to the grading scale established for the course.
- Grades were not assigned in accordance with the assignments, examinations, etc. as outlined in the course syllabus.
- 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 AWE 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.

TRANSIENT PERMISSION

Students enrolled at Limestone College must request transient permission to complete classes at other institutions by completing the form at: http://my.limestone.edu/registrar-forms/transient-permission. Transfer credit will not be awarded without the completion of the permission form.

Prerequisites must be completed and transient credits may not be awarded for any course in which a grade has been received. Students may not receive permission if the course is part of their last 16 hours for an Associate Degree or 31 hours for a Bachelor Degree at Limestone College. Students must be in good standing, academically and financially, for request to be approved.

CLASS ATTENDANCE AND TARDINESS
DAY CAMPUS AND EVENING PROGRAMS

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."

ONLINE PROGRAM

Students are expected to communicate with the professor frequently. In the Online 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 examina-

tions 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

Proctoring software and testing centers are used to ensure testing security and integrity. Below is information about proctoring for Day Students and Extended Campus students.

DAY CAMPUS STUDENT PROCTOR INFORMATION

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. Approval may be sought from the office of accessibility and/or academic affairs.

ONLINE STUDENT PROCTOR INFORMATION

For Online courses, remote proctoring software is used to monitor students while taking an exam. This program requires the use of a webcam and microphone (internal or external). There are also computers that can be reserved to use the software at Extended Campus sites. The software will record audio and video during the exam, so students should make sure to follow the guidelines set by their instructors while testing. Students should select a quiet, private space for testing. When accessibility issues or extenuating circumstances arise, the student may work through the office of accessibility and/or academic affairs for a different proctoring solution.

ACCOMMODATIONS FOR STUDENTS WHO HAVE DISABILITIES

The Office for Accessibility at Limestone College is dedicated to opening doors of equal opportunity to individuals with disabilities. We assist students who self-identify with documented disabilities by determining their eligibility for services through an interactive, collaborative process between the student and Accessibility staff, and then working together to determine reasonable accommodations and services. Students who have a disability which may impact academic performance should register with the Accessibility Office prior to the beginning of each semester to ensure accommodations are in place when classes begin. Documentation should be sent directly to the Accessibility Office, Limestone College, 1115 College Drive, Gaffney, SC, 29340. For more information or to discuss documentation requirements, please contact Accessibility at (864) 488-8377 or http://my.limestone.edu/academic-resources/accessibility. There is never a fee for accommodations.

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 Online to Evening or Students changing from Evening to Online 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 Campus to either of the Online and Evening 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 Provost and the Office of Student Services). Day students maintaining a “B” average may be allowed to take up to 21 semester hours, at a charge of $250.00 per credit hour for each hour over 18, with the permission of the Dean of Faculty.

Online and Evening 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 evening courses or more than two online courses at any one time must receive permission from the Dean of Faculty.

Online and Evening Students:
Students will be allowed to take one of the following during an Evening or Online session or term:

- Two Evening courses, OR
- Two Online courses, OR
- One Evening course and one Online course.

Students with a cumulative GPA of 3.0 or above who have received written permission from the Dean of Faculty for an overload will be allowed to take one of the following:

- Two (2) Online courses & one (1) Evening course OR
- Two (2) Evening courses & one (1) Online course OR
- Three (3) Online courses OR
- Three (3) Evening courses
- No student will be allowed to be enrolled in more than three Evening or Online courses at any one time. Overload requests must be received in the Office of the Dean of Facultyat least one week before the session or term begins.

Please note: If a student enrolls in an overload without the written permission of the Dean of Faculty, 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 Provost and the faculty member whose course is to be audited. Students auditing courses are required to register for the course and attend it regularly.

ACADEMIC PROCEDURES

CLASSIFICATION OF STUDENTS

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

CREDIT BY EXAMINATION

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

1. A student must apply online using the credit-by -examination request form found at mylimestone.edu/offices/registrar/services/credit-by-examination form. The student must submit one request for each desired examination. The student must receive an approval email prior to scheduling the exam. Exams must be completed 30 days from date of approval.
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). All prerequisites for the exam subject must be met prior to taking the examination.
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 April 1st. The examination must be completed for May graduates no later than April 15th.
10. Seniors who are graduating in December must request credit by examination no later than November 15th. The examination must be completed for December graduates no later than December 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 through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of "W" (withdraw) which will have no impact on the student's grade point average (GPA). After this point, through the last day of classes, a student may withdraw from a class and a grade of "WP" (withdraw passing) or "WF" (withdraw failing) 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 may 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 Provost.**

A student in the Day Campus 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 Online and Evening 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 Online course in terms 1, 2, 5, or 6 after the Day Campus Program drop/add period without the written approval of the Associate Provost.

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 Provost. 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 Provost by completing the transient permission form at: http://www.my.limestone.edu/registrar-forms/transient-permission. Approval must be granted prior to completing the course for transfer credit to be awarded. (For approval to be granted, the student must meet all pre-requisites for the course at Limestone College.) Transient credits may not be awarded for any course in which a grade has been received. Students may not receive permission if the course is part of their last 16 hours for an Associate Degree or 31 hours for a Bachelor Degree at Limestone College. Transient request for completion at a two year institution will not be approved for students who have earned 66 credit hours. 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 Online and Evening Programs. The Dean's List for the Spring Semester will normally be published in July for both the Day and Online and EveningPrograms. 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 Online and Evening Programs. The Honor Roll for the Spring Semester will normally be published in July for both the Day and Online and Evening 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.

GRADUATION WITH HONORS

To be eligible for honors at graduation a student must:

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

Summa Cum Laude	3.95 to 4.0
Magna Cum Laude	3.75 to 3.94
Cum Laude	3.50 to 3.74

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

COURSE INFORMATION

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

DIVISION OF ARTS AND HUMANITIES

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

Majors are offered in Art, Studio 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 in the following pages.

Minors are offered in Art, Christian Studies, English, History, Music, Professional Communication ,and Theatre.

DIVISION OF BUSINESS AND PROFESSIONAL STUDIES

The Division of Business and Professional Studies presents an opportunity to study Business Administration, Economics, Health Care Administration, and Human Resource Management. Various concentrations are offered within some of these majors. The degree requirements are described in the following pages.

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

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

DIVISION OF EDUCATION AND BEHAVIORAL SCIENCES

The Division of Education and Behavioral Sciences presents an opportunity to study Childcare Management, Criminal Justice, Early Childhood Education, Elementary Education, Physical Education, Physical Education/Strength and Conditioning, Physical Education/Teacher Education, Sport Management, Psychology, and Social Work. Various concentrations are offered within some of these majors. The degree requirements are described in the following pages.

Minors are offered in Coaching, Counseling, Criminal Justice, Physical Education and Psychology.

DIVISION OF NATURAL AND HEALTH SCIENCES

The Division of Natural and Health Sciences presents an opportunity to study, Athletic Training, Biochemistry, Biology, Chemistry, Computer Science, Mathematics, Nursing, Physics, and Science.

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

Minors are offered in Biology, Chemistry, Computer Science Software Applications, Computer and Information Systems Security, and Mathematics.

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:

AR 101, 102, 103, 120, 200, 203, any two three-dimensional courses (AR 208, 210, or 211), 250, 260, 305, 475, 490W, and fifteen additional hours of art courses.

This major requires 1 additional AWE course (3 credit hours).

GRAPHIC DESIGN CONCENTRATION

Fifty-seven semester hours, including the following:

AR 101 or 102, 103, 120, 200, 203, any three-dimensional course (AR 208, 210, or 211), 250, 260, 305, CS 234 (requiring CS 103 as a prerequisite), 220, 320, 475, and 490W plus twelve additional hours of art electives.

This major requires 1 AWE course (3 credit hours).

ART MINOR

Twenty-one semester hours, including the following:

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

COURSE OFFERINGS IN ART

AR 101 Basic Drawing and Composition
AR 102 Figure Drawing
AR 103 2D Design
AR 120 Introduction to Graphic Design
AR 200 Photography
AR 201 Advanced Drawing
AR 202 Water Color
AR 203 Beginning Painting
AR 208 Fundamentals of Sculpture
AR 210 Ceramics I
AR 211 Ceramics II
AR 213 Crafts
AR 220 Typography and Visual Communication
AR 240/AR 240H Art Appreciation
AR 250/AR 250H 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 Graphic Design III
AR 370W/AR 370HW Contemporary Art History
AR 403 Painting III
AR 440 Senior Seminar in Drawing
AR 475 Studio Problems
AR 480 Internship
AR 490W/AR490HW Senior Art Exhibit

ATHLETIC TRAINING

ATHLETIC TRAINING MAJOR

The Athletic Training Program at Limestone College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

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 (ATSs) 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 ATSs 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 spring semester. Students must enroll in AT 180: Fundamentals of Athletic Training, AT 188: Athletic Training Practicum, AT 201: Emergency Care in Athletic Training, BI 101: Introduction to Biology I or BI 110: Fundamentals of Biology, BI 210: Anatomy and Physiology I, BI/PE 285: Medical Terminology, and complete a 50-hour observation period prior to making their application for the Athletic Training Program.

Application Period

After the completion of the approximately 12-week rotation period and the accumulation of 50 observation hours during the spring semester, 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 ATSs. 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, a signed ATS Handbook, and Confidentiality Agreement, and Active Communicable/ Infectious Disease Policy.

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 spring semester.

Admission Criteria

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

- A minimum 2.75 cumulative GPA.
- A "C" or better in AT 180: Fundamentals of Athletic Training, AT 188: Athletic Training Practicum I, and AT 201: Emergency Care in Athletic Training.
- A "C" or better in BI 101: Introduction to Biology I or BI 110: Fundamentals of Biology, BI 210: Anatomy and Physiology I, and BI/ PE 285: Medical Terminology.
- 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.
- Demonstration of skills and traits (dependability, responsibility, integrity, initiative, and communication skills) that are mandatory for an entry-level certified athletic trainer.
- 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, Confidentiality Agreement and Active Communicable/Infectious Disease Policy.

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

- Physical examination (varies)
- Hepatitis-B series vaccination (varies)
- Health insurance (varies)
- Tuberculosis skin test (varies)
- Influenza vaccine (varies)
- Transportation to and from off-campus sites
- Uniforms (approx. $85.00. Other items may be purchased as needed)
- Day Student Fee ($125.00/semester for lab fees, parking fees, and technology fees)
- Membership dues to NATA (approx. $80.00/year. Required for Junior and Senior students)
- Professional Student Liability Insurance ($35.00/year. Required on an annual basis after acceptance into the Athletic Training Program)
- Criminal Background Check ($51.00)
- Drug Test ($37.00)
- Castlebranch ($35.00)
- BOC Examination ($365.00)

Academic Requirements

In order to remain in good standing within the Athletic Training Program, the following academic requirements must be maintained:

- A minimum 2.75 cumulative GPA
- A “C” or better in all Athletic Training Courses. Failure to earn a “C” or better will result in suspension from the Athletic Training Program until the ATS retakes in the course. The ATS must earn a “C” or better in order to progress in the Athletic Training Program.
- A "C" or better in BI 101: Introduction to Biology I or BI 110: Fundamentals of Biology, BI 210: Anatomy and Physiology I, and BI 211: Anatomy and Physiology II. The ATS must earn a "C" or better in order to progress in the Athletic Training Program.

Graduation Requirements

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

- A minimum of 2.75 cumulative GPA.
- A "C" in all athletic training courses.
- A "C" or better in BI 101 or BI 110,

BI 210, BI 211, BI/PE 285, MA 200, PE 201, PE 301, PE 302, PE 333, and PS 101

Please Note: Additional information can be obtained in the ATS Handbook, which is available online at http://my.limestone.edu/academics-divisions/education/athletic-training.

This major requires 1 AWE course (6 credit hours).

ATHLETIC TRAINING REQUIRED COURSES

AT 180 Fundamentals of Athletic Training
AT 188, 189, 288, 289, 388, 489: Athletic .. Training Practicum Courses
AT 200 First Aid and CPR/AED for the .... Professional Rescuer
AT 201 Emergency Care in Athletic Training
AT 280 Clinical Anatomy I
AT 281 Clinical Anatomy II
AT 370 Medical Conditions in Athletic Training
AT 380/AT 380WH Orthopedic Injury Evaluation I
AT 381 Orthopedic 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/AT 481H Organization and Administration of Athletic Training
AT 490 Athletic Training Internship

Other Courses Required for the Major

BI 101 Introduction to Biology I
BI 210 Anatomy and Physiology I
BI 211 Anatomy and Physiology II
BI/PE 285 Medical Terminology
MA 200 Elementary Statistics
PE 201 Personal and Community Health
PE 301 Kinesiology
PE 302 Exercise Physiology
PE 333 Strength & Power Development
PS 101 Introduction to Psychology

COURSE OFFERINGS IN ATHLETIC TRAINING

AT 180 Fundamentals of Athletic Training
AT 188 Athletic Training Practicum I
AT 189 Athletic Training Practicum II
AT 200 First Aid and CPR/AED for the Professional Rescuer
AT 201 Emergency Care in Athletic Training
AT 280 Clinical Anatomy I
AT 281 Clinical Anatomy II
AT 288 Athletic Training Practicum III
AT 289 Athletic Training Practicum IV
AT 370 Medical Conditions in Athletic Training
AT 380/AT 380WH Orthopedic Injury Evaluation I (Laboratory Component)
AT 381 Orthopedic Injury Evaluation II (Laboratory Component)
AT 383 Therapeutic Modalities in Athletic Training (LaboratoryComponent)
AT 385/AT 385H Rehabilitation in AthleticTraining (Laboratory Component)
AT 387 Basic Pharmacology and Nutrition in Athletic Training
AT 388 Athletic Training Practicum V
AT 452 Senior Seminar
AT 481/AT 481H Organization and Administration of Athletic Training
AT 488 Athletic Training Practicum
AT 489 Athletic Training Practicum VI
AT 490 Athletic Training Internship

BIOCHEMISTRY

BIOCHEMISTRY MAJOR

This Bachelor of Science program is for students interested in advanced degrees in the sciences and certain health fields, as well as particular employment in industry or government. Though housed in the Chemistry Department it utilizes courses from Biology, Chemistry, Mathematics, and more.

The major requires a minimum of 35 semester hours of chemistry courses and a minimum of 30 hours of ancillary courses. The required courses include: Biology 101, 102, 282W, 308; Chemistry 110, 111, 303, 304, 315, 401 & 411LW or 402 & 412LW, 403 or 404, 415, 452W, 453 or a minimum of 2 credit hours in 482 & a minimum of 2 credit hours in 483; Mathematics 205 & 206; and Physics 201 & 202 or Physics 301 & 302.
This major requires 1 AWE course (3 credit hours).

BIOLOGY MAJOR

Biology majors at Limestone College may select from four academic concentrations appropriate to their interests and career goals. These include the Pre-Professional, Cellular and Molecular, Organismal, and General Biology concentrations.

CORE REQUIREMENTS FOR ALL BIOLOGY MAJORS

All Biology majors must complete 20 hours of Biology core requirements to include Biology 101 and 102, 282, 308, 459W. Students must earn a grade of C or better in Biology core courses to proceed to higher level courses for which they are a prerequisite. Biology core courses may not be taken as a coordinated study.

All Biology majors must complete a minimum of 20 additional hours of non- core Biology (BI) courses, some of which are specified requirements for the chosen concentration.

All Biology majors must complete at least 20 total hours in Biology (core and non-core) at the 300-400 level.

All Biology majors must complete Math through MA 122 or 205, MA 200, Chemistry 110 and 111, 8 additional hours in Chemistry and/or Physics, and up to 3 additional hours in Math, as specified in the elected concentration.

This major requires 1 AWE course (4 credit hours).

PRE-PROFESSIONAL CONCENTRATION

The Pre-professional Biology concentration will prepare graduates for doctoral- level health profession programs such as medicine, dentistry, optometry, veterinary medicine, and pharmacy.

In addition to the stated Biology core, students in the Pre-Professional concentration must successfully complete Biology 210, 211, and 315. Students must also complete 12 additional hours of Biology electives at 300-level or above, and should consult their advisor and their desired professional program when selecting Biology elective courses.

Required additional Math and Science courses for the Pre-Professional concentration include Chemistry 303 and Bl/CH 315; Physics 201 or 301 and Physics 202 or 302; and Mathematics 205.

CELLULAR AND MOLECULAR BIOLOGY CONCENTRATION

The Cellular and Molecular Biology concentration will prepare graduates for careers in laboratory settings and many post-baccalaureate programs.

In addition to the stated Biology core, students in the Cellular and Molecular Biology concentration must successfully complete Biology 315; 4 additional hours of biology electives at 200 level or above; and 12 additional hours of biology electives at 300-level or above. BI415/CH415 and BI480 are recommended electives for majors in the Cellular and Molecular Biology concentration. Students should consult their advisor and their desired graduate program when selecting Biology elective courses.

Required additional Math and Science courses for the Cellular and Molecular concentration include Chemistry 303 and 304; Physics 201 or 301 and Physics 202 or 302; and Mathematics 205.

ORGANISMAL BIOLOGY CONCENTRATION

The Organismal Biology concentration will prepare graduates for careers involved with the ecology and environment as well as post- baccalaureate professional and graduate programs in those areas.

In addition to the stated Biology core, students in the Organismal concentration must successfully complete Biology 202, 203, and 430. Students must also complete 12 additional hours of biology electives at 300-level or above. Biology 480 (research/field experience) is highly recommended for majors in the Organismal concentration, and students should consult their advisor and their desired graduate or professional program when selecting Biology elective courses.

Required additional Math and Science courses for the Organismal concentration include Mathematics 319. Organismal concentration students must-complete an additional 8 hours from the following courses: Physics 201 or 301; Physics 202 or 302; Chemistry 303 and 304; and BI/CH 315.

GENERAL BIOLOGY CONCENTRATION

The General Biology concentration prepares graduates for career goals that lie outside other concentrations, such ascertain allied health professions and some post-baccalaureate programs.

In addition to the stated Biology core, students in the General Biology must complete eight hours of 200 level or above Biology electives and 16 hours of 300 level or above Biology electives. Students should consult their advisor and any graduate or professional program of interest when selecting their recommended elective courses.

Students in the General Biology concentration must also complete 11 hours from the following courses: Physics 201 or 301; Physics 202 or 302; Chemistry 303 and 304; BI/CH 315; MA205 and MA 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 Introduction to Biology I
BI 102 Introduction to Biology II
BI 108 Environmental Science (w/ Lab)
BI 110 Fundamentals of Biology
BI 114/BI 114 H Human Biology (w/Lab)
BI 202 Zoology
BI 203 Botany
BI 210 Human Anatomy and Physiology I
BI 211 Anatomy and Physiology II
BI 282 W/BI 282HW Genetics
BI 285 Medical Terminology
BI 303 Comparative Anatomy
BI 306/HS 306 Epidemiology and Pathology of Disease
BI 307 Microbiology
BI 308/BI 308H Molecular Cell Biology
BI 309/BI 309H Exercise Physiology
BI 311/BI 311H Human Performance Laboratory
BI 315/CH 315 Principles of Biochemistry
BI 320 Immunology
BI 322 Entomology
BI 324 Forensic Biology
BI 415/CH 415 Advanced Biochemistry
BI 430W/BI 430HW Ecology
BI 459W Capstone Course
BI 480 Undergraduate Research

BUSINESS ADMINISTRATION

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
Economics
Finance
General Business
Law
Management
Marketing

The Business Administration Major requires 60 total hours.

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:

Business Core Requirements

Business Administration 200, 215W, 310, 315, 360, 452, Accounting 207, 208, Management 300, Marketing 300, Finance 312, 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.

This major requires 1 AWE course (3 credit hours).

BUSINESS ADMINISTRATION LAW CONCENTRATION

A Bachelor of Science in Business Administration with a Law concentration is designed for Business students who have an interest in law school or a law-related career. Coures will introduce students to a variety of practice areas. This concentration will provide a sound

foundation for further legal education and subsequent careers and will help students to develop the important analytical skills and personal values necessary for a law-related career.

A. The Business Core Requirements.
B LG 440 and PO 242 are required, plus 9 semester hours of Legal (LG) courses beyond LG 315 and LG 440.

ACCOUNTING CONCENTRATION

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

A. The Business Core Requirements.
B. Accounting 330, 331 and 337 are required, plus six semester hours of Accounting courses.

ECONOMICS CONCENTRATION

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

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

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.

A. The Business Core Requirements.
B Finance 333, 334, are required, plus nine semester hours from the courses listed below. Accounting 221, 330, or any additional 300-400 level Finance courses.

GENERAL BUSINESS CONCENTRATION

A. The Business Core Requirements.
B. Fifteen additional semester hours of courses within the business program (Accounting, Business Administration, Economics, Finance, Legal Issues, Management, Marketing.) at 200-400 level.

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. Management 323 is required plus 12 semester hours of management courses above MG 300.

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. Marketing 345 is required plus 12 semester hours of marketing courses above MK 300

BUSINESS ADMINISTRATION MINOR

Students must complete the following courses: Accounting 207, Management 300, Marketing 300, Mathematics 115 or 116, and Economics 203 or 204. In addition, students must complete 6 additional semester hours within the business program (Accounting, Business Administration, Economics, Finance, Legal Issues, Management, Marketing.)

BUSINESS ADMINISTRATION ASSOCIATE DEGREE

General Business

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

Students must complete the following courses: Accounting 207, Management 300, Marketing 300, Mathematics 116, and Economics 203 or 204. In addition, students must complete 6 additional semester hours within the business program (Accounting, Business Administration, Economics, Finance, Legal Issues, Management, Marketing.).

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 ACCOUNTING

AC 207 Financial Accounting
AC 208 Managerial Accounting
AC 221 Accounting Systems
AC 330 Intermediate Accounting I and II
AC 331 Intermediate II
AC 332 Income Tax Accounting
AC 335 Governmental and Non-for-Profit Accounting
AC 337 Cost Accounting
AC 436 Auditing
AC 490 Accounting Internship

COURSE OFFERINGS IN BUSINESS ADMINISTRATION

BA 103/BA 103H Introduction to Business
BA 104 Personal Money Skills
BA 200 Elementary Statistics
BA 215HW/EN 215HW Business Communication
BA 218 Enactus
BA 220 Enactus
BA 310/BA 310H Ethical Issues in the Workplace
BA/LG 315 Business Law I
BA/LG 316 Business Law II
BA/LG317 Legal Issues in Technology
BA/HR 324 Managing Diversity in the Workplace
BA 360/EC 360/IS 360 World Trade ... and International Business
BA 410 International Marketing
BA 452 Business Policy
BA 490 Business Internship

COURSE OFFERINGS IN ECONOMICS

EC 200 Elementary Statistics
EC 203 Microeconomics
EC 204 Macroeconomics
EC 211 Economic Geography
EC 220 Economics and the Environment
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 490 Economics Internship

COURSE OFFERINGS IN FINANCE

FI 307/EC 307 Money and Banking
FI 312/BA 312H Business Finance
FI 333/FI 333H Intermediate Financial Management
FI 334 Investments
FI 340 International Finance
FI 400 Cases in Finance
FI 490 Finance Internship

COURSE OFFERINGS IN LEGAL ISSUES

LG 315/LG 315H Business Law I
LG 316 Business Law II
LG 317 Legal Issues in Technology
LG 320 Legal Process
LG/CJ 335/LG/CJ 335H Courts Theory, Process and Practices
LG/CJ 340 Criminal Procedures
LG/CJ 440 Constitutional Law
LG 490 Legal Issues Internships

COURSE OFFERINGS IN MANAGEMENT

MG 300/MG 300H Principles of Management
MG/HR 311 Staffing and Labor Relations
MG 318/MG 318H Small Business Management
MG 323/MG 323H Organizational Behavior
MG 326 Project Management
MG/MK 346 Sales Management
MG350 Leadership in Organizations
MG/HR401 Performance Management
MG 406 Supply Chain Management
MG 411 Moral Leadership
MG 490 Management Internship

COURSE OFFERINGS IN MARKETING

MK 300 Principles of Marketing
MK 319 Public Relations
MK 329 Branding
MK 335 Integrated Marketing Communications
MK 342 Internet Marketing
MK 343 Principles of Advertising
MK345 Consumer Behavior
MK/MG 346 Sales Management
MK 410 International Marketing
MK 490 Marketing Internship

CHEMISTRY

CHEMISTRY MAJOR

The Chemistry major prepares students for graduate and professional programs, as well as direct entry to careers in a variety of fields. A Chemistry Faculty member can assist in choosing the most appropriate program to meet the student's goals.

CHEMISTRY B.A. DEGREE

The Chemistry Bachelor of Arts program

is ideal for students who are interested in teaching, certain health professions, and direct employment upon graduation. The major requires a minimum of 29 semester hours in chemistry courses and a minimum of 14 hours of ancillary courses. The required courses include: Chemistry 110, 111, 303, 304, 401 or 402, 403 or 404, 452W, 453 or a minimum of 2 credit hours in 482 & a minimum of 2 credit hours in 483; Mathematics 205 & 206; and Physics 201 & 202 or Physics 301 & 302. A minimum of 3 additional semester hours of 300 or 400 level Chemistry (excluding Laboratory Assistant) courses are required.
This major requires 1 AWE course (3 credit hours).

CHEMISTRY
B.S. DEGREE

The Bachelor of Science program is for students interested in advanced degrees in the sciences and certain health fields, as well as particular employment in industry or government.

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, 303, 304, 401 & 411LW, 402 & 412LW, 403, 404, 452W, 453 or a minimum of 2 credit hours in 482 & a minimum of 2 credit hours in 483; Mathematics 205 & 206; and Physics 201 & 202 or Physics 301 & 302. A minimum of 3 additional semester hours of 300 or 400 level Chemistry (excluding Laboratory Assistant) courses are required.

This major requires 1 AWE course (3 credit hours)..

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 (excluding Laboratory Assistant).

COURSE OFFERINGS IN CHEMISTRY

CH 100 Fundamentals of Chemistry
CH 105 Essentials of Chemistry
CH 106, 206, 306, 406 Laboratory Assistant
CH 110 General Chemistry I
CH 111 General Chemistry II
CH 120 Science in Society
CH 125 Edible Experiments: The Science . of Food
CH 303-304 Organic Chemistry I and II
CH 315/Biology 315 Principles of Biochemistry
CH 401W & 402W Physical Chemistry I and II
CH 411W (w/lab) & 412W (w/lab) Physical Chemistry I and II
CH 403 Quantitative Analysis
CH 404 Instrumental Analysis
CH 415/BI 415 Advanced Biochemistry
CH 452 Chemistry Seminar
CH 453 Chemistry Evaluation
CH 480 Undergraduate Research
CH 482 Undergraduate Research: The Proposal
CH 483 Undergraduate Research: The Experiment

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 Physics 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 201W/201WH Science and Religion
SC 203 Great Themes of Science

COMPUTER SCIENCE

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY MAJOR

A computer science major with three possible concentrations, three minors, and three associate degree programs are available within the Department of Computer Science and Information Technology (CSIT).

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

This major requires 1 AWE course (3 credit hours).

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 102, 103, 105, 201, 202, 205

PROGRAMMING CONCENTRATION

A Computer Science Programming concentration consists of 48 semester hours in CS and Mathematics courses. The following courses are required:

Computer Science Core, CS 206, 220, 303, 304, 306, 330, 441, 470W, Mathematics 115 or 116, and Mathematics 150.

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 207, 208, 307, 309, 311, 404, 407, 409, 470W, plus one elective CS course.

INFORMATION TECHNOLOGY CONCENTRATION

An Information Technology concentration consists of 48 semester hours in CS, Business Administration, and History courses. The following courses are required:

Computer Science Core, BA 315, 317; HI/CS 320; CS 234, 304, 305, 310, 426, 441, 470W.

COMPUTER SCIENCE SOFTWARE APPLICATIONS MINOR

The Computer Science Software Applications minor requires a minimum of 18 semester hours and completion of course requirements with a minimum 2.0 GPA. Eighteen semester hours, including the following:

CS 102, 103, 105, 202, 234,and CS 310.

COMPUTER AND INFORMATION SYSTEMS SECURITY MINOR

The Computer and Information Systems Security Minor is designed for the student who wants to learn the founda-

tions, 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, 202, 305, 310, and 426.

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 degree in Computer Science Programming must complete 21 semester hours in computer science and mathematics courses as follows:

CS 103, 105, 201, 205, 220, 330, and MA 115 or MA 116.

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 102 Microcomputer Applications
CS 103 Basic Concepts of the Internet and the World Wide Web
CS 105/105H Introduction to Computer Science
CS 201/201H Operating Systems and Networking Fundamentals
CS 202 Advanced Microcomputer Applications
CS 205 Programming I: Procedural Programming
CS 206 Programming II: Object Oriented Programming
CS 207 Cryptography & Access Control
CS 208 Telecommunications & Network Security
CS 209 Multimedia in the Classroom
CS 220 C+ Programming
CS 234 Web Page Development
CS 236 Introduction to Scripting
CS 303 Programming III: Advanced Algorithms and Data Structures
CS 304 Information Systems Analysis and Design
CS 305 Database Management
CS 306 Visual 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 330 Internet Programming
CS 335 Web Development Tools
CS 340 Internet Graphics
CS 404 Continuity and Disaster Recovery Planning
CS 407 Application Security
CS 409 Security Architecture and Design
CS 426 Internet Database
CS 441 Project Management
CS 470W Capstone Project
CS 490 Computer Science Internship

CRIMINAL JUSTICE

CRIMINAL JUSTICE MAJOR

The Limestone criminal justice program prepares students for entry level positions. Students who are already working in the criminal justice field may find that after completion of this program they may advance to mid-level and upper-level positions. The Limestone program prepares graduates to work in the criminal justice field and continue their education in graduate studies in the United States.

A. A minimum of 27 semester hours in criminal justice courses, including the following:
Criminal Justice 201, 203, 301, 310, 321, 330, 335, 420, 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 1 AWE course (3 credit hours).

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.

CRIMINAL JUSTICE LAW CONCENTRATION

A Bachelor of Science in Criminal Justice with a Law concentration is designed for Criminal Justice students who have an interest in law school or a law-related career. Courses will introduce students to a variety of practice areas. This concentration will provide a sound foundation for further legal education and subsequent careers and will help students to develop the important analytical skills and personal values necessary for a law-related career. The following courses are required:

A. Criminal Justice 201, 203 301, 310, 321, 330, 335, 420, 450.

B. Students are required to take 9 semester hours from Business Administration, Psychology, Sociology, Political Science, or Social Work courses and 12 additional hours of CJ courses at the 300 and 400 level

Students will take the following courses for the concentration:

CJ 440 (3 credit hours); PO 242 (3 credit hours); Nine (9) semester hours from the following: BA 315, BA 316, BA 317, CJ 340, LG 490 (Legal Internship).

COURSE OFFERINGS IN CRIMINAL JUSTICE

CJ 201 Introduction to Criminal Justice
CJ 203 Criminal Law
CJ 210 Introduction to Private Security
CJ 301/CJ 301H Law Enforcement Theory, Process and Practices
CJ 305 Investigative Methodology in Criminal Justice
CJ 310/CJ 310H Juvenile Justice
CJ 321 Theories of Criminal Justice

CJ 325/CJ 325H Ethics in Criminal Justice
CJ 330 Corrections Theory, Process and Practices
CJ 335 Courts Theory, Process and Practices
CJ/LG 340 Criminal Procedures
CJ/LG 345 Community Corrections
CJ 350 Criminal Justice Management
CJ 410 Social Control and Deviance
CJ 420 Research Methods in Criminal Justice
CJ/LG 440-CJ/LG 440H Constitutional Law
CJ 450W Senior Seminar
CJ 460/460H Special Topics in Criminal Justice
CJ 490 Criminal Justice Internship

CHILDCARE

CHILDCARE MANAGEMENT MAJOR B.A. DEGREE

The purpose of this major is to provide students with a non-certification degree in education. The major serves day care providers, non-public school teachers and directors, non-profit education providers, tutoring center directors and the like.

A. General Education Requirements
B. Education Core
Education 200, 209, 307
Psychology 101, 204
Childcare Management 303, CC 307W, CC 309, CC 401
C. Business Core
AC 207, BA 103, BA 215W, MG 300, BA 310, MG 318, MK 300
D. Additional Courses
International Studies 250, Physical Education 201, Mathematics 116
E. Electives

COURSE OFFERINGS IN CHILD CARE MANAGEMENT

CC 303 Introduction to Early Childhood
CC 307W Emergent Literacy
CC 309 Curriculum for Early Childhood
CC 401 Assessing Young Children

EARLY CHILDHOOD 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 3rd grade.

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

A. General Education Requirements
B. Supplemental Courses
Physical Education 201, International Studies 250 or Social Work 209.
C. Professional Education
Education 200, 310, ED/PS 320, ED 401, English 201, Mathematics 110 or Higher (6 hours). Computer Science 209, Psychology 204, 304
D. Area of Specialization
Early Childhood EE 203, EE 213, 300, EE 301, EE 302, EE 304, EE 307W, EE 309, EE 311W, EE 452, EE 453; Education 303, ED 312, ED 401, 412.

This major requires 1 AWE course (3 credit hours).

EARLY CHILDHOOD EDUCATION

COURSE OFFERINGS IN EARLY CHILDHOOD EDUCATION

EE 203/203H Introduction to Early Childhood
EE 213/213H Creative Arts in Early Childhood Education
EE 300 Field Experience
EE 301 Field Experience
EE 302 Field Experience
EE 304 Home, School, and Community Relations
EE 307W Emergent Literacy
EE 309 Early Childhood Curriculum
EE 311W Early Childhood Methods
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:

Early Childhood Education (PK-3)
Elementary Education (2-6)
English Education (9-12)
Mathematics Education (9-12)
Music Education (K-12)
Physical Education (K-12)

GOALS OF THE TEACHER EDUCATION PROGRAM

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

NOTE: Students must pass Praxis Core 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 Core Academic Skills for Educators as required by the State of South Carolina. Praxis Core 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 Core 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 2.75 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.

Early Childhood, 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 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 Licensure, an IBT electronic fingerprint scan, a copy of the social security card and the application fee. The SC application for educator packet is available on the SC Department of Education Website. 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 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

ELEMENTARY EDUCATION MAJOR

An Elementary Education major consists of the following:

A. General Education
B. Professional Education and Area of Specialization

English 101W, 102W, 105, 201 Education 200, 209, 300, 301, 302, 303, 304, 310, 312, 345, 346W, 347, 349, 352, 355, 401, 412, and 452; Physical Education 315; Psychology 204, 320; Biology 110/Biology Lab; Mathematics 110 and 200; History 110 or 111; History 112 or 113; Economics/Geography 211; AR 240; MU 205.

This major requires 1 AWE course (3 credit hours).

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, ,Principles of Learning Teaching 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 200/200H Principles and Problems of Education
ED 209/209H Multimedia in the Classroom
ED 210-211A Tutoring Practicum
ED 300 Field Experience for Elementary Education
ED 301 Field Experience for Elementary Education Majors
ED 302 Field Experience for Elementary Education Majors
ED 303 Teaching Reading: Instructional Practices
ED 304 Teaching Reading and Writing in the Content Areas
ED 307 Educational Psychology
ED 309 Tests and Measurements
ED 310 History and Philosophy of Education
ED 312 Foundations of Teaching Reading
ED 320 The Exceptional Child
ED 345 Methods of Teaching Mathematics in the Elementary School
ED 346W 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 355/355H Principles of Effective Teaching in the Elementary Classroom
ED 401 Classroom Assessment
ED 412 Diagnostic Assessment and Prescriptive Teaching of Reading
ED 452 Clinical Practice

ENGLISH

ENGLISH MAJOR

An English major consists of thirty-three semester hours in 200, 300, and 400- level English courses, with at least 15 semester hours of this number to be in courses numbered 300 or above. These must include English 202 or 203, 204 or 205, 206, 230W, 232, or 326HW, 302, 305 or 416, 310 or 311W, 324, 331 or 418, 495HW,and Interdisciplinary

Studies 305. Students are also required to complete six semester hours of the same foreign language. This major requires 5 AWE courses (15 credit hours).

WRITING CONCENTRATION

An English major with a writing concentration consists of eighteen hours from among the following courses: English 215HW, 230W (may be repeated for up to a total of nine hours), 231W, 232 (may be repeated for up to a total of nine hours), 326HW, 299, (only when listed as Screenwriting), and Theatre 308.

ENGLISH EDUCATION MAJOR

A. General Education

B. Professional Education

Art 240; any 4 hour lab science; Computer Science 209; Education 200, 301, 302, 304, and 310, 312, 401; English 452; History 110 or 111, History 112 or 113; Two semesters of foreign language; Interdisciplinary 110, or 150, 201 (transfer students only), 301, Mathematics 110 or 200, Music 205; Psychology 101, 204, 320; one course in Religion or Philosophy.

C. Area of Specialization

English 101W, 102W, and 105. Thirty-nine hours in 200 or 300-level courses, including English 202 or

203, 204 or 205, 206, 302, 305, 310, 311W, 324, 326HW or 232, 327, 329W, 416 or 418, 430, and English 452.

Total 60 hours.

This major requires 5 AWE courses (15 credit hours).

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 Core 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

EN 100 Introduction to Freshman Composition
EN 101W Freshman Composition
EN 102W Argument and Research
EN 103W/106H Honors Writing Seminar
EN 105/105H Fundamentals of Public Speaking
EN 201/201H Experiences in Literature
EN 202/202H Major British Authors I
EN 203/203H Major British Authors II
EN 204 Major American Authors I
EN 205 Major American Authors II
EN 206/206H Continental European Literature
EN 212/212H Drama Appreciation
EN 213 Performance Studies
EN 215W/215H Business Communication
EN 220/220H American Women Writers
EN 222 Sport Literature and Communications
EN 224W-225W Writing Center Practicum
EN 230W Creative Writing
EN 231W Technical and Professional Writing
EN 232 Creative Writing Prose/Hybrid/Graphic

EN 240/240H Introduction to Film
EN 302/302H Shakespeare
EN 305/305H Introduction to the British Novel
EN 306/306H Victorian Literature
EN 310/310H Contemporary Literature of the Non-Western World
EN 311W/311H Studies in African-American Literature
EN 312 Southern American Literature
EN 315/CM 315 Editing and Publishing
EN 324/324H Literary Criticism
EN 326W/326 HW Advanced Composition, Rhetoric, and Style
EN 327 Studies in English Language
EN 329W Literature for the Adolescent
EN 331/331H 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 430 Methods of Teaching Language Arts in the Secondary School
EN 452 Clinical Practice
EN 490 English Internship
EN 495W/495H 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 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 5 AWE courses (15 credit hours).

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, 405.

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

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

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

HEALTH CARE ADMINISTRATION

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, pharmaceutical 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: Accounting

207, 208, Business Administration 215W, 310, Management 300, Marketing 300, Finance 312, Computer Science 102; Economics 203; Health Care Administration 201, 301, 304, 315, 452W; 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 courses: Management 323, 350 or Marketing 345.

This major requires 1 AWE course (3 credit hours).

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: Accounting 207, Management 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 452W Health Care Policy
HC 490 Health Care Internship
Note: HC 490 is 3 credit hours and HC 491 is 6 credit hours.

HEALTH SCIENCES

HEALTH SCIENCES MAJOR B.S. DEGREE

The BS in Health Sciences degree will prepare students for graduate level programs in a variety of health-related professions, including Physical Therapy, Occupational Therapy, Genetic Counseling, Nursing, Public Health and others. It is the student's responsibility to ensure all necessary prerequisite courses are satisfied for their desired graduate or professional program.

In addition to meeting all Limestone College general education requirements, courses required for the Health Sciences major include:

Health Sciences 210 Ethics and Professionalism in Health Sciences, 306 Epidemiology and Pathology of Disease, and 452 Capstone

Biology 101 or 110, 210, 211, 285 (some graduate programs may require BI102); 4 hours of Chemistry with lab (some graduate programs may require 8 hours of chemistry); Mathematics 115 and 200

15 hours of Natural Science and Math electives, including a minimum of two additional laboratory courses, from the

following: Biology 250-level or above; Chemistry 300-level or above, Physics 200- level or above; and Mathematics 319

Psychology 101, 303 and 6 additional hours in Psychology or Sociology

Physical Education 201

Health Care Administration 201

All students must complete 30 total hours at the 300-level or above and a total of 123 hours to graduate.

This major requires 1 AWE course (3 credit hours).

COURSE OFFERINGS IN HEALTH SCIENCES

HS 210 Ethics and Professionalism in Health Sciences

HS 306/ BI 306 Epidemiology and Pathology of Disease

HS 452W Health Sciences Capstone Course

HISTORY

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)

This major requires 1 AWE course(3 credit hours).

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. The following courses are required:

HI 110, 111, 112, 113; Two Upper-Level (300 or above) American History Courses or Two Upper-level (300 or above) Non-American History Courses.

COURSE OFFERINGS IN HISTORY

HI 110-HI 111HW World Civilization I - II

HI 110/HI 110H-HI 111/HI 111HW 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
HI 304/304H Reformation, Science, and Enlightenment
HI 305/305H Imperialism, Revolution, and Reform
HI 307 Europe in the 20th Century
HI309W Holocaust Studies
HI 315 Religion in American History
HI 320 History of Business and Technology
HI 321/321H The Birth and Death of the Soviet Union
HI 325 Latin American History
HI 334The American South
HI 338 African American History
HI 341/341H 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 347/347H Introduction to Public History
HI 350 United States Economic History
HI 400 Research Seminar
HI 401 History Research Project
HI 490 Public History Field Experiences

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 requirements. 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.

ADDITIONAL COURSES

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 theWorkplace

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 303 Hebrews and the General Epistles
RE 401/RE 401H A Study of Jesus

HUMAN RESOURCE

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 recourse 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: Accounting 207, 208, Business Administration 215W, 310, 315, 316; Management 300, Marketing 300, 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, Management 318, 323 or any additional Human Resource Management courses.

This major requires 1 AWE course (3 credit hours).

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 202; Human Resource 201, 305, 450, 490.

COURSE OFFERINGS IN HUMAN RESOURCE MANAGEMENT

HR 103 Introduction to Human Resource Management
HR 201 Training Material Design
HR 303 Compensation and Benefits
HR 305 Organizational Development
HR 311 Staffing and Labor Relations
HR 324 Managing Diversity in the Workplace
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, International Studies 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

COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 110 Academic Skills
ID 111, 211, 311, 411 Strategies for Learning
ID 150/150H Academic Inquiry
ID 201 Transition Success
ID 301W/301H Critical Thinking
ID 305W Academic Research
ID 400 Senior Seminar

LIBERAL STUDIES

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 305W. The courses selected must come from at least two different divisions. The program must be approved by the 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 2 AWE courses (6 credit hours).

MATHEMATICS

MATHEMATICS MAJOR

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 200, 205, 206, 230, 300, 301, 304W, 307, 308, 319, 320, and 426:
All mathematics major and minor subject area courses must be passed with a "C" or better.
This major requires 1 AWE course (3 credit hours).

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
Completion of the General Education course curriculum
B. Professional Education

Education 200, 301 M, 302 M, 304 , 310, 312 and 401
Psychology
Psychology 101, 204, and 320
Computer Science
Computer Science 209
Mathematics
Mathematics 200, 204, 205, 206, 230, 300, 304W, 307, 320, 350, and 452

This major requires 1 AWE course (3 credit hours).

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, which cannot include MA 350,or MA 452, and which must include at least six hours in 300-level or above courses.

COURSE OFFERINGS IN MATHEMATICS

MA 104 Recreational Mathematics
MA 110 Mathematics for the Liberal Arts
MA 111 Mathematics for Teachers I
MA 112 Mathematics for Teachers II
MA 114 Intermediate Algebra
MA 115 College Algebra
MA 116 Mathematics for Business and Economics
MA 122 Precalculus
MA 150 Introduction to Calculus for Business
MA 160 Basic Mathematical Logic and Sets
MA 200/200H Elementary Statistics
MA 204 College Geometry
MA 205 Calculus I
MA 206 Calculus II
MA 230 Introduction to Linear Algebra
MA 300 Discrete Mathematics
MA 301/301H Ordinary Differential Equations
MA 304W/304H The History of Mathematics
MA 307 Calculus III
MA 308 Calculus IV
MA 317 Probability Theory and Applications
MA 319 Intermediate Statistics
MA 320320H Modern Algebra
MA 350 Methods of Teaching Mathematics in the Secondary School
MA 415 Mathematical Statistics
MA 425 Real Analysis
MA 426/426H Numerical Analysis
MA 452 Clinical Practice

MUSIC

Important notice: Additional requirements for the music major are found in the Music Department handbook which may be obtained from the Department Chair or online at <finearts.limestone.edu/music/current-students>.

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, guitar 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*.

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, 208, 229, 239, 303W, 304W, 329, 339

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

Music 310 and 320

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 ensemble (2 credit hours.)

Music and general elective courses

This major requires 3 AWE courses (9 credit hours).

A grade of "C" or better must be earned in all music coursework for the music major or minor.

MUSIC MAJOR/JAZZ CONCENTRATION

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

ME 123/223/323/423 (Jazz Combo - 1 hour) and/or ME 124/224/324/424 (Jazz Ensemble – 1 hour) (must be taken a minimum of 4 semesters),

ML 149 or 249 (Applied Jazz Improvisation lesson - 1 hour),

ML 349 or 449 (Applied Jazz Improvisation lesson - 1 hour),

MU 125 (Jazz Improvisation Class - 2 hours),

MU 325 (Jazz History - 3 hours),

MU 415 (Jazz Comp & Arranging - 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, but with the understanding that the degree program may require an additional semester or semesters (I.e. Summer semester) to complete.

MUSIC EDUCATION MAJOR

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

A. General Education Requirements

B. Professional Education

English 101W, 102W, 105, 201

Education 200, 209, 301, 302, 304 and 310, 401;

Psychology 101, 204, and 320

C. Area of Specialization

Music 303W, 304W, 333W, 400W, 452, 453

Vocal/Choral Emphasis

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

Music 129, 139, 208, 229, 239, 303W, 304W, 329, 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 129,139,208, 229, 239, 303W or 304W, 329, 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);

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 3 additional AWE courses (9 credit hours).

A grade of "C" or better must be earned in all music course-work for the music major or minor.

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

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

MUSIC MINOR

For a minor in Music, 19 semester hours are required. The music minor consists of the following:

Music 119 or a passing score on the Departmental Entrance Examination, 129,139 and 208; Four credit hours of applied music (including 4 credit hours at the major level, 2 semesters at the 100 level and 2 semesters at the 200 level), four credit hours of large 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.

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

A grade of "C" or better must be earned in all music course-work for the music major or minor.

NUMBERING SYSTEM FOR APPLIED MUSIC LESSON COURSES (ML)

Instrument or Voice	Non -Major 1 Hour Credit
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	ML125
PERCUSSION	
Percussion	ML 126
STRINGS	
Strings	ML 127
VOICE	
Voice	ML 128

GUITAR
Guitar ML 129

Instrument or Voice	Freshman-Sophomore 1 Hour Credit
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

APPLIED DRUM SET
Applied Drum Set ML 104D, ML 204D

Instrument or Voice	Junior-Senior 1 Hour Credit
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, ML441
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,ML 449
APPLIED DRUM	
Applied Drum	ML 304D, ML 404D
APPLIED COMPOSITION	
Applied Composition	ML350, ML 450

ML 350/ML 450 Applied Composition
Individual instruction in techniques and experiences in music composition and arranging. Includes traditional and moderntechnological methods of composition with an emphasis on developing the student's creativity and compositional signature. Credit, 1 hour.
(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, (IE 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

Piano Ensemble
ME 132, 232, 332, 432

Band
ME 136, 236, 336, 436

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
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 150W Introduction to Music Education
MU 203 Class Piano III
MU 204 Class Piano IV
MU 205 Music Appreciation
MU 205H Music Appreciation
MU 208 Music Survey
MU 213 Vocal Techniques and Diction
MU 214 Woodwind Techniques
MU 215 String Techniques
MU 216 Brass Techniques
MU 217 Percussion Techniques
MU 229 Intermediate Aural Skills
MU 239 Music Theory II
MU 303WMusic History I
MU 304W Music History II
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 452 Clinical Practice - Vocal/Choral-General
MU 453 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 -E Senior Recital, Euphorium
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

MUSICAL THEATRE MAJOR B.A. DEGREE

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 54 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, 102, 103W, 110 or 125, 111 (x3), 203, 302, 307, 480; ; Physical Education 135, PE 136, PE 137, PE 138. Music 119, 139

Choose one from the following:
MU 102, MU 103

Ensembles (4 credit hours from ME 120, 220, 320, 420)

Applied Voice (8 credit hours from ML 146, 246, 346, 446).

This major requires 1 AWE course (3 credit hours).

MUSICAL THEATRE MAJOR B.F.A DEGREE

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. The Musical Theatre major consist of 78 hours.

Required Theatre courses:
The following courses in Theatre are required:

Theatre 101, 102, 103W, 110 or 125, 111 (x3), 203, 302, 307, 480; ; Physical Education 135, PE 136, PE 137, PE 138, PE 142. Music 119, 139

Choose one from the following:
MU 102, MU 103

Ensembles (4 credit hours from ME 120, 220, 320, 420)

Applied Voice (8 credit hours from ML 146, 246, 346, 446).

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

ADDITIONAL COURSES

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

NURSING
(Pending SACS-COC Approval)

The Nursing Program provides the RN-BSN completion curriculum to registered nurses (RN) who wish to earn the Bachelor of Science in Nursing (BSN) degree. The program is offered 100% online making it flexible and accessible to enhance the education of nurses in an ever-changing healthcare environment.

COURSE OFFERINGS IN NURSING

NU 250/HS 250 Microbiology
NU 300 Professional Nursing Roles
NU 301 Healthcare Genetics and Genomics
NU 302 Pathophysiology for RNs
NU 305 Health Assessment and Promotion for RNs
NU 310 Information Management in Nursing Practice
NU 400 Leadership in Nursing Practice
NU 401 Research & Evidence-Based Nursing Practice
NU 402 Health Policy and Nursing Practice
NU 410 Population Health for RNs
NU 420 Quality and Patient Safety for RNs

PHYSICAL EDUCATION

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 25 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, or 110, 210 and 211.

PHYSICAL EDUCATION/ GENERAL MAJOR

The Physical Education/General major consists of the 25 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, 327, 490, 495 and nine semester hours of Physical Education electives numbered 300 or above.

This major requires 1 AWE course (3 credit hours).

PHYSICAL EDUCATION/ STRENGTH & CONDITIONING MAJOR

The Physical Education/Strength and Conditioning major consists of the 25 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, 322,3 24, 326, 333, 400W, 401, 410, and 492; and Psychology 204.

This major requires 1 AWE course (3 credit hours).

PHYSICAL EDUCATION/ TEACHER EDUCATION MAJOR

The Physical Education Teacher Education major trains students to become physical educators consistent with appropriate guidelines provided by Society of Health and Physical Educators (SHAPE) America National Standards 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.

SHAPE AMERICA GUIDELINES

Standard 1: Content and Foundational Knowledge

la. Describe and apply common content knowledge for teaching PreK-12 physical education.

lb. Describe and apply specialized content knowledge for teaching PreK-12 physical education.

lc. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.

ld. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.

le. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.

lf. Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2: Skillfullness and Health-Related Fitness

2a. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

2b. Attain and maintain a health-enhancing level of fitness throughout the program.

Standard 3: Planning and Implementation

3a. Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short-and-long-term plan objectives that are aligned with local, state and/or national standards.

3b. Plan and implement progressive and sequential content that aligns with short-and-long-term plan objectives and that addresses the diverse needs of all students.

3c. Plan for and manage resources to provide active, fair and equitable learning experiences.

3d. Plan and implement individual-

ized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

3e. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short-and-long-term plan objective(s).

3f. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management

4a. Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

4b. Implement demonstrations, explanations and instructional cues that are aligned with short-and-long-term plan objectives.

4c. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

4d. Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

4e. Analyze motor skills and performance concepts in order to provide specific, congruent feedback that enhances student learning.

Standard 5: Assessment of Student Learning

5a. Select or create authentic, formal assessments that measure student attainment of short-and-long-term objectives.

5b. Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

5c. Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and –long-term plan objectives.

Standard 6: Professional Responsibility

6a. Engage in behavior that reflects professional ethics and culturally competent, practices.

6b. Engage in continued professional growth and collaboration in schools and/or professional organizations.

6c. Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.

SHAPE America (2017). National standards & guidelines for physical education teacher education (4th 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.

PHYSICAL EDUCATION/ TEACHER EDUCATION MAJOR

A. General Education

B. Physical Education professional area: Physical Education 131, 132, 133, 200W, 201, 202, 217, 218, 219 301, 302, 314, 320A, 322, 323, 413, 414, 452, 453W

C. Education Courses:
Education 200, 209, 304, 310
Supplemental Courses

*Biology 101 or 110, 210 and 211
*Psychology 101 and 204

*May count for General Education Requirements

This major requires 1 AWE course (3 credit hours).

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

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 Core Series as required by the State of South Carolina. All students, even college graduates, must pass Praxis Subject Assessment 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 2.75 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, 20-23 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, 21semester 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. Please note that PE 301 and 302 have prerequisites of BI 101 or 110, BI 210 and BI 211.

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. 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 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 150 Racquetball
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 Preven-tion 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 222W/PE 222HW Sport Literature and Communications
PE 285 Medical Terminology
PE 301/PE 301H Kinesiology
PE 302/PE 302H Exercise Physiology
PE 303W The Principles and Problems of Coaching
PE 305 Sports Nutrition
PE 307 Human Performance Laboratory
PE 314/PE 314H 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
PE 326 Strength Training and Fitness Program Design
PE 327 Behavioral Nutrition and Physical Activity
PE 329 Sport Law
PE 330W/PE 330HW Sports and History
PE 333 Strength & Power Development
PE 400W/PE 400HW Management of Physical Education, Health, and Sports Programs
PE 401 Strength and Conditioning Practicum
PE 410/PE 410H 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 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
PE 495 Health and Physical Education Seminar

PROFESSIONAL COMMUNICATION

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 various audiences across a wide range of old and new media. A Communication major consists of fifty - seven semester hours.

The following courses are required for the major:

English 231W or Business Administration 215W, English 326W or 232, AR 103, CM/AR 120, 220, 320; International Studies 250; Interdisciplinary Studies 305; Marketing 300, 335, 342; Computer Science 102, 103, 105, 234; Communication 103, 410, 412, 490.

This major requires 1 AWE course (3 credit hours).

PROFESSIONAL COMMUNICATION MINOR
(Graphic Communication Emphasis)

The minor in Professional Communications requires completion of 18 hours in the discipline.

The following courses comprise the Professional Communications minor program:

CM103, 120/Art 120, CM 220/AR 220, CM 320/Art 320, CM 410 (Note: CM 102 & CM 103 are pre-requisites), CM 412.

COURSE OFFERINGS IN PROFESSIONAL COMMUNICATION

(Various sections of CM 404 are offered at selected sites for teacher recertification.)

CM 103 Narratives Across Media
CM 105 Public Speaking
CM/AR 120 Introduction to Graphic Design
CM/AR 220 Typography and Visual Communication
CM/AR 320 Graphic Design III
CM/EN Editing and Publishing
CM 404 Technology for Teachers
CM 404A Powerpoint for Teachers
CM 404B Excel for Teachers
CM 404C Word for Teachers
CM 404F Publisher for Teachers
CM 404K Integrating 21st Century Technology In The Classroom
CM 404L IPads For Teachers
CM 404M: Google for Teachers
CM 404N Google Classroom for Teachers
CM 410 Introduction to Digital Literacies I
CM 412 Introduction to Digital Literacies 2
CM 490 Communication Internship

PSYCHOLOGY

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.

This major requires 1 AWE course (3 credit hours).

PSYCHOLOGY B.A. DEGREE

A student must take a minimum of 45 semester hours in psychology courses, including the following:

A. PS 101, 200, 307, 309, 318W, and PS 452
B. Students are required to take one of the following courses: PS 319, 400, 480 or PS 460
C. Students are required to take one of the following: PS 208, 213, 301, 302;
D. Students are required to take one of the following: PS 204, 303, 320;
E. Students are required to take one of the the following: PS 306, 310, 314;
F. Students are required to take one of the the following: PS 304, 305, 311.
G. Students are required to take 12 hours of any other psychology courses or SW 210 to count for the 12 hours.

PSYCHOLOGY
B.S. DEGREE

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

A. PS 101, 200, 303, 305, 306, 310, 311, 314, 318W, 319, and 452; and
B. Students are required to take one of the the following: PS 204, or 309, or 320; and
C. Students are required to take a minimum of 9 semester hours from any other psychology course or SW 210.

PSYCHOLOGY MINOR

A student must take a minimum of 18 semester hours in psychology, including the following:

A. PS 101, a minimum of 3 semester hours selected from the following courses: PS 204, 309, or 320;
B. Students are required to take one of the following: PS 306, 310, 314;
C. Students are required to take one of the following courses: PS 304, 305, or 311;
D. A minimum of 3 semester hours selected from the following courses:
PS 301, 302, 303, 307, or 400

A minimum of 3 semester hours selected from any Psychology course or SW210

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

COUNSELING MINOR

A minimum of 21 hours including the following courses:

Psychology 101, 208, 213, 301, 302, or Psychology 320; Psychology 306

Social Work 101, 207, 209, or 210, Social Work 301 or Psychology 300.

Note:A counseling minor does not meet the requirements for licensure as a counselor, which requires a graduate level master's degree.

COURSE OFFERINGS IN PSYCHOLOGY

PS 101/PS 101H Introduction to Psychology
PS 105/PS 105H Psychology of Adjustment
PS 200 Elementary Statistics
PS 202 The Influence of Sexual Factors on Behavior
PS 204/PS 204H Human Growth and Development
PS 208 Career Counseling
PS 213 Dynamics of Small-Group Interaction
PS 300 Social Work Intervention: Individuals, Families, and Small Groups
PS 301/301H Introduction to Counseling
PS 302 Systems and Theories of Counseling and Psychotherapy
PS 303/303H Health Psychology
PS 304 Educational Psychology
PS 305/PS 305H Learning and Memory
PS 306/PS 306H Behavior Disorders
PS 307/307H Social Psychology
PS 309/309H Tests and Measurements
PS 310 Sensation and Perception
PS 311/PS 311H Cognitive Psychology
PS 314/PS 314H Biopsychology
PS 318W Research Methods
PS 319 Experimental Thesis
PS 320 The Exceptional Child
PS 323 Organizational Behavior
PS 390 Directed Study in Psychology
PS 400/PS 400H Theories of Personality
PS 452 Contemporary and Historical Issues in Psychology
PS 460: Special Topics in Psychology
PS 480 Field Work in Psychology
PS 490 Independant Research in Psychology

SOCIAL WORK

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 Social Work Program* located on the Limestone College Social Work website. Social Work students are required to purchase Liability Insurance before beginning their Field Placement. The following courses are required for the major with a grade of a "C" or better:

Biology 101 or 114 (must be a lab course); Psychology 101; Psychology/Mathematics 200; Social Work 203, 204, 205W, 206, 208W, 209, 301, 302, 304, 350, 420a, and 420b.

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, and 420b, 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 of a "C" grade in all required major courses and an overall grade point average of 2.50 or better in the major. In order for a student to enter SW 420 A & B, they must have completed all course work.

This major requires 1 AWE course (3 credit hours).

SOCIAL WORK ONLINE BSW MISSION, POLICY AND REQUIREMENTS

The mission of the Social Work Program is to prepare students for beginning generalist practice, using knowledge of professional self, social work values, and interpersonal skills to improve quality of life and effect social change.

The Goals of the Limestone College Online BSW Social Work Program are:

- To prepare traditional and nontraditional students for employment as beginning generalist social workers and to prepare them for graduate study.
- To provide access to beginning social work education to diverse individuals and groups of students

who for economic, social, or geographical reasons would not be able to pursue a social work education elsewhere, and through this process promote cultural diversity.

- To prepare graduates who are aware of their responsibility to continue their professional growth and development by providing up-to-date content about social work practice with client systems of various sizes and types while providing the most current content regarding the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change at all environmental levels.
- To integrate throughout the curriculum the values and ethics that guide professional social workers in their practice with special emphasis on social and economic justice.

Policy Regarding Online Learning:

Students may choose a blended learning format with a mixture of traditional classroom courses and online courses.

We require online learners to adhere to the NASW Code of Ethics at all times and in all communications whether with an instructor or a student support office of Limestone College.

We require online learners to practice "Netiquette" when emailing or communicating with College personnel from any office, professors, fellow students and persons from the administration.

Upon failing an online class, the student will receive an academic review for online suitability by the faculty of the Limestone College Social Work Program. The student may be put on a probationary status for their next online class to see if improvement is made or they may be removed from the online cohort. All actions are subject to an appeal by the student. The appeal process may be found in the Limestone College Social Work Program Student Handbook.

Requirements:

- Specific requirements for admission to the Social Work Program may be found in the Limestone College Academic Catalog, on the Limestone College website at http://www.limestone.edu, and the Limestone College Social Work Program Student Handbook.
- Completion of the Online Learning Self-Assessment.
- Understanding of the technology requirements for online study.

Technology Requirements

Distance learning programs are offered through interactive internet technologies. Hardware and software requirements vary from course to course, but minimally include:

- Access to a high-speed broadband Internet connection
- a personal computer with an up-to-date operating system (Windows XP or higher, or Mac OS 10.7 or higher)
- a modern web browser (Firefox strongly recommended)
- a headset with an attached microphone

- a webcam
- a quiet place to "attend" class (virtually) without interruption.

Computer Competencies Required

Basic computer competence is critical. You must be able to do the following skillfully upon entering the program:

Operating systems:

Launch or run an application, upload a file to Blackboard, using a tutorial.

E-Mail:

Use an electronic mail system and be able to reliably send and receive messages and reply to messages. It is required that you use your Limestone College e-mail account for all courses. Messages with different names and from different computers are difficult to manage for the instructor.

Manage Software Installations

Install and manage software to include Blackboard Collaborate.

Information Retrieval:

Exhibit an understanding of and ability for searching information resources beyond a Google search.

COURSE OFFERINGS IN SOCIAL WORK

SW 101/101H Introduction to the Helping Professions
SW 203 Introduction to Social Work as a Profession
SW 204/204H Social Welfare Programs and Policy
SW 205W Human Behavior and the Social Environment I
SW 206/206H The Influence of Sexual Factors on Behavior
SW 207 Gerontology
SW 208W Human Behavior and the Social Environment II
SW209/209H Practice with Culturally Diverse Populations
SW 210 Interpersonal Violence
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 350 Social Work Research
SW 420a, 420b, Field Practicum

Note: Decisions regarding transfer credit will be determined by the Social Work Director in conjunction with the Registrar's Office.

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

ADDITIONAL COURSES

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

SPORT MANAGEMENT

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):

Accounting 207, 208, Management 300, Finance 312, Marketing 341, Economics 200, 203, Mathematics 116, Physical Education 200, 222, 330, 400 and 410. Also, a student must complete six to nine semester hours of elective courses including:

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

This major requires 3 AWE courses (9 credit hours).

THEATRE

THEATRE MAJOR
B.A. DEGREE

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 51 hours of course work.

English 302, Theatre 101, 102, 103W, 110 or 125, 111, 114, 115 (repeat 3 times, maximum of 2 credits for either 111, 114, 115), 202, 204, 307, 308, 309, 401W, and 480.

Two from the following: English 331W, Theatre 116, 220, 222, 225, 302, 407. In addition, students must take two semesters of the same foreign language.

This major requires 1 AWE course (3 credit hours).

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.

THEATRE MAJOR
B.F.A. DEGREE

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. consists of 77 hours. Course work exposes students to theatre history and literature, acting and directing, playwriting, and design.

Students must take each of the following theatre courses:

Theatre 101, 102, 103, 110 or 125, 111 (x2), 114 (x2), 115 (x2); must repeat each course 2 times, one of which must be Stage Manager, 116, 202, 203, 204, 220, 222, 225, 302, 307, 308W, 309, 312, 325 or 330, 401W, 407, 480, English 302, 331

Choose one course from the following (2 credits): Physical Education 135, 136, 137, 138, 142, 143, 144.

Choose one of the following (3 credits): Theatre 303, 405, Two semesters of Foreign Language (6 credits).

This major requires 1 AWE course (3 credit hours).

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

COURSE OFFERINGS IN THEATRE

TH 101 Drama Appreciation
TH 102 Acting: Basics
TH 103W History of Theatre
TH 110 Fundamentals of Play Production
TH 111, 114, 115 Experiential Theatre
TH 116 Fundamentals of Makeup
TH 125 Fundamentals of Theatrical Design
TH 202 Acting: Performance and Voice
TH 203 Improvisation
TH 204 Acting: Audition
TH 220 Fundamentals of Costuming
TH 222 Fundamentals of Lighting
TH 225 Fundamentals of Scenic Design
TH 302/302H Acting: Style
TH 303 Musical Theatre Performance I
TH 307 Directing
TH 308W Playwriting
TH 309 Advanced Theatrical Design
TH 310 Musical Theatre Performance II
TH 312 Junior Qualifier
TH 319 History of Musical Theatre
TH 325 Theatre Digital Design and CAD
TH 330 Sustainability in the Arts
TH 401W History of Theatrical Performance
TH 405 Shakespeare and Performance
TH 407 Advanced Directing
TH 480 Student Production Lab

COURSE DESCRIPTIONS

Note: All courses in the catalog may be offered either in the evening or on the online program.

COURSE OFFERINGS IN ACCOUNTING

AC 207 Financial Accounting
An introduction to the analysis and interpretation of the basic financial statements as presented in business annual reports. Emphasis is on the role of the articulated financial accounting information in decision-making both for external and internal user's of financial statements. Prerequisite: MA 116 (for students transferring a math course prior to entering Limestone College, MA 115 or MA 116). Credit, 3 hours.

AC 208/AC 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: Accounting 207. Credit, 3 hours.

AC 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: Accounting 207. Offered in spring semester. Credit, 3 hours.

AC 330 Intermediate Accounting I
This course builds on financial accounting concepts and principles covered in introduction to Financial Accounting with a study of the concepts, theories, and practices of using financial accounting information to make managerial and financial decisions. Following an in-depth review of the accounting environment and the nature of accounting information, there is a study of time value of money concepts, assets and financial statements with an emphasis on the pronouncements of the Financial Accounting Standards Board. Prerequisite: Accounting 207. Credit, 3 hours

AC 331 Intermediate Accounting II
This course expands upon the financial accounting concepts and principles covered in Intermediate Accounting I by covering how enterprises account for investments, liabilities, and shareholder equity accounts. Additional topics cover earnings per share, accounting changes, and error correction. Prerequisite: Accounting 330. Credit, 3 hours

AC 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: Accounting 207. Credit, 3 hours.

AC 335 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 Com-

prehensive Annual Financial Reports (CAFR). (This course is taught every other year in the spring semester, alternate years to Accounting 436), Prerequisites: Accounting 330. Credit, 3 hours.

AC 337/AC 337H Cost Accounting

An intensive cost accounting course designed to blend theory with practical application for the accounting of manufacturing firms. Prerequisites: Accounting 207, 208. Credit, 3 hours.

AC 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: Accounting 330. Credit, 3 hours.

AC 490 Accounting 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN ART

AR 101 Basic Drawing and Composition

An introductory drawing course for beginning students including vocabulary and structural organization, various drawing media, subject matter, and techniques. Credit, 3 hours.

AR 102 Figure Drawing

An introductory course for drawing the human form and figurative compositional studies from a posed model using various media, styles, and techniques. Credit, 3 hours.

AR 103 2D Design

A study and application of design elements and principles for spatial organization. Problem solving will include studio experiences in two-dimensional forms. Credit, 3 hours.

AR 120 Introduction to Graphic Design

A beginning class that focuses on designs formal structures. Students will be introduced to Adobe Design Software through a series of projects that utilize design fundamentals and introduce the concepts of creative problem solving. (same as CM 120) Prerequisites: Art 101 or 102 and 103 (Art 101 and Art 102 may be waived for Professional Communications majors). Credit, 3 hours.

AR 200 Photography

A course designed to introduce the photographic medium, history and techniques as a craft and as an art form. Contemporary to traditional techniques will be explored. Students must furnish a camera under the specifications of the instructor. 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). Credit, 3 hours.

AR 202 Water Color

An introductory course in basic techniques of watercolor painting. Prereq-

uisites: Art 101 or 102 and 103. Credit, 3 hours.

AR 203 Beginning Painting

An introductory course in painting. Basic knowledge of various painting media, their techniques, and applications will be investigated. Prerequisites: Art 101 or 102 and 103. 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. Credit, 3 hours.

AR 210 Ceramics I

A fundamental course in hand-built forms. Credit, 3 hours.

AR 211 Ceramics II

A fundamental course in throwing on the potter's wheel. Art 210 recommended. Credit, 3 hours.

AR 213 Crafts

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

AR 220 Typography and Visual Communication

This course explores the key elements of visual communication and the relationship of text and image. Emphasis is placed on conceptual thinking, formal relationships, and audience. Assignments focus on typography, hierarchy, composition, and computer production skills. (same as CM 220) Prerequisites: Art 101 or 102 and 103 (Art 101 and AR102 may be waived for Professional Communications majors). 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 (15th Century-1960's)-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 or 102, 103 and 203. 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. Credit, 3 hours.

AR 320H Graphic Design III

This course is an advanced study of visual communication principles and their applications to more complex and comprehensive design solutions. The development of cohesive design style is encouraged through a series of comprehensive cross platform media projects. (same as CM 320) Prerequisites: Art 101 or 102, 103, 120 or 220 (Art 101 and Art 102 may be waived for Professional Communications majors). Credit, 3 hours.

AR 370W/AR 370HW Contemporary Art History

A writing intensive study of art from the 1970's to 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 or 102, 103, 203 and 303. 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: Art 101, 102, 103 and 201. Credit, 3 hours.

AR 475 Studio Problems

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. Credit, 3 hours.

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

AR475A Studio Problems- Photography
AR 475B Studio Problems-Photography 2
AR 475C Studio Problems- Painting
AR475D Studio Problems- Painting 2
AR475E Studio Problems- Printmaking
AR475F Studio Problems- Printmaking 2
AR475G Studio Problems- Monoprinting
AR475H Studio Problems- Graphic Design
AR475I Studio Problems- Graphic Design 2
AR475J Studio Problems- Ceramics
AR475K Studio Problems- Ceramics 2
AR475L Studio Problems- Crafts
AR475M Studio Problems- Crafts 2
AR475N Studio Problems- Drawing
AR475P 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 490HW Senior Art Exhibit

An AWE writing intensive course requiring a thesis, publicity, poster, post card, digital record of senior production, a resume, student symposium presentation, 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. Credit, 4 hours.

AT 188 Athletic Training Practicum I

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 180. Prerequisites: AT 180, and/or permission of the Program Director. 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 180, and 201, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Athletic Training 188, admission to the Athletic Training Program, and/or permission of the Program Director. Credit, 1 hour.

AT 200 First Aid and CPR/AED for the Professioinal Rescuer
In this course, students will demonstrate knowledge and clinical skill in CPR/AED for the Professional Rescuer and Health Care Provider and Responding to Emergencies First Aid. Students must pass the certification requirements through the American Red Cross in order to progress in the Athletic Training Program. Prerequisites: Athletic Training 180 and or permission of the Program Director. Credit, 2 hours.

AT 201 Emergency Care in Athletic Training
In this course, students will be educated on theoretical and practical knowledge of prehospital emergency trauma and the medical techniques as well as overall emergency management for injuries and / or illnesses commonly seen in an athletic population. Prerequisite: AT 180 and/or by permission of the Program Director. Credit, 3 hours.

AT 280 Clinical Anatomy I
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: BI 210, 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
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, hang, fingers, and elbow Prerequisites: BI 210, admission to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 381. Credit, 2 hours.

AT 288 Athletic Training Practicum III
Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 201, 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 370 Medical Conditions in Athletic Training
This course is a study of general medical conditions that can affect the systems of the human body including medical

examination, diagnostic imaging and testing, and differential diagnosis. Prerequisites: Biology/Physical Education 285, admission to the Athletic training Program, and /or permission of the Program Director. Credit, 2 hours.

AT 380/AT380WH Orthopedic 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 210, admittance to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 280. Credit, 4 hours.

AT 381 Orthopedic 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 210, admittance to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 281. Credit, 4 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 380W, 381, Biology 210 and 211, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 4 hours

AT 385/AT 385H 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 210 and 211, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 4 hours.

AT 387 Basic Pharmacology and Nutrition in Athletic Training

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

AT 488 Athletic Training Practicum

In this course, students will be assigned to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: Senior standing 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 370, 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 490W Athletic Training Internship

The student is placed in a local high school or college setting to gain work-related experience consistent with the athletic training field of study. Internships are held at an institution that has been established as an affiliate clinical site and students are directly supervised by 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 standing, and a minimum cumulative and major 2.5 grade point average. This internship is only available for six credit hours which equates to 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 101 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. Prerequisite: satisfactory completion of or exemption from English 100 or better. Biology 101 is a pre-requisite for Biology102. This course may not be taken as a coordinated study. Credit, 4 hours.

BI 102 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. Prerequisite: "C: or better in Biology 101, "C" or better must be made in Biology 102 to take any other course in biology (exception: students wishing to take Biology 210 must make a "C" or better in Biology 101 or Biology 110. This course may not be taken as a coordinated study. Credit, 4 hours.

BI 108 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 Biology major. Includes one two-hour lab per week. Prerequisite: satisfactory completion of or exemption from English 100 or better. Credit, 4 hours.

BI 110 Fundamentals of Biology

An overview of the underlying chemical and cellular principles of biology, including chemical structures and bonding, chemistry of water, structure and function of biomolecules, cellular structure and organization, membrane function, cellular respiration and photosynthesis, cellular reproduction, basic genetics, evolution & diversity, and ecology. Laboratory required. Three hours of lecture and two hours of laboratory per week. Prerequisite: satisfactory completion of or exemption from English 100. This course is an acceptable prerequisite for Biology 210, and is appropriate for Athletic Training, Physical Education Elementary Education and other non science majors. Credit, 4 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. Prerequisite: English 095 or better. Credit, 4 hours.

BI 202 Zoology

Is 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: "C" or better in Biology 101. Credit, 4 hours.

BI 203 Botany

Is an introduction to 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: "C" or better in Biology 102 or permission of instructor. . Credit, 4 hours.

BI 210 Human Anatomy and Physiology I

The first of a two-part survey of the anatomy and physiology of the human body will include the following organ systems and concepts: A brief history and definitions of anatomy and physiol-

ogy, integument, skeletal, bone growth and repair, joints, muscles and muscle tissue, nerves and the nervous system, the senses (vision, hearing, taste, smell, and touch), and the endocrine system. Cellular analysis and the aging process will be discussed with each system. Biology 211 is a continuation of this course. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 101 or 102 or 110. Lab Fee. Credit 4 hours.

BI 211 Human Anatomy and Physiology II

A continuation of Biology 210. The following organ systems and concepts will be covered: circulation (heart and cardiac function; ANP, major arteries and veins and blood, platelets, and coagulation), lymphatics and immunity (humoral and cellular immunity and complement) respiratory (vital capacity, blood gases, blood pH), urinary (renal function, the RAAS system and electrolytes), digestion (including cellular metabolism), male and female reproductive systems, and the process of aging. The cellular level of each system will be discussed as each body system is studied. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 210. Credit 4 hours.

BI 282W/BI 282HW Genetics

Explores the mechanisms of inheritance which underpin our understanding of all life processes and the evolution of all 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 impacts on phenotype and natural selection. A required three hour weekly laboratory emphasizes data collection and statistical analysis. Prerequisite: "C" or better in Biology 102. This course may not be taken as a coordinated study. Credit, 4 hours.

BI 285 Medical Terminology

Presents 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. (Same as PE 285). Prerequisites: English 101W or 103H. Credit, 3 hours.

BI 303 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. Prerequisite: "C" or better in Biology 102. Credit, 4 hours.

BI/HS 306 Epidemiology and Pathology of Disease

Provides an overview of terminology, procedures, and practices in classical and modern epidemiology along with the study of major pathological processes underlying human disease, utilizing laboratory observation of pathological changes and case studies. Upon completion, students should demonstrate knowledge of epidemiological practices and of major pathological mechanisms and deviations from homeostasis which result

in diseases affecting all organ systems, including etiology, signs and symptoms, gross and microscopic pathology, therapy, and prognosis for major human diseases. A three hour weekly laboratory is required. Prerequisites: C or better in Biology 210, Biology 211 and one semester of chemistry with lab or permission of instructor. (same as Health Science 306) Credit, 4 hours.

BI 307 Microbiology

Is a comprehensive study of diagnostic microbiology with emphasis on the organisms 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). Prerequisite: "C" or better in Biology 102. Credit, 4 hours.

BI 308/BI 308H Molecular Cell Biology

Present 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: "C" or better in Biology 282W, Chemistry 110 and 111. Lab fee. This course may not be taken as a coordinated study. Credit, 4 hours.

BI 309/BI 309H Exercise Physiology

Is a study of the responses and adaptations of body systems to activity stress. Prerequisite: Biology 210, Biology 211 or permission of instructor. (same as Physical Education 302), Credit, 3 hours.

BI 311/BI 311H 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: Biology 210-211. Prerequisite or co-requisite: Physical Education 301, Physical Education 302/ Biology 309 or Physical Education 322. Lab fee. Same as Physical Education 307). Credit, 1 hour.

BI 315/CH 315 Principles of Biochemistry

Presents an introductory study of the major metabolic pathways in the eukaryotic cell. Topics include the structure and metabolism of amino acids, proteins, nucleic acids, carbohydrates and lipids. Enzyme kinetics, metabolic regulation, thermodynamics, and enzymatic mechanisms will also be introduced. A weekly three-hour laboratory will focus on basic biochemical techniques. Three lecture and three laboratory hours per week. Prerequisites: successful completion of Biology 282W and Chemistry 303 with a grade of "C" or better, or permission of instructor. Credit, 4 hours.

BI 320 Immunology

Examines the molecular and cellular basis of immune function including the general properties of immune responses; cells and tissues of immune system; lymphocyte activation and specificity; immune effector mechanisms in antimicrobial defenses; 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: "C" or better in Biology 101, 282W, Chemistry 110 and 111. Credit, 4 hours.

BI 322 Introductory Entomology

Presents a detailed 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: "C" or better in Biology 102. Credit, 4 hours.

BI 324 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: Biology 114 or Biology 210/211/282W and at least one semester of Chemistry with laboratory above Chemistry 105. Credit, 4 hours.

BI 415/CH 415 Advanced Biochemistry

A more detailed study of some of the topics discussed in Principles of Biochemistry, including enzyme kinetics and mechanisms, lipid anabolism and catabolism, and regulation of metabolic pathways. Recent review and research articles will be utilized. Protein folding and binding studies will be investigated in the laboratory portion. Prerequisite: Biology 315/Chemistry 315 and Chemistry 304. (same as Chemistry 415) Credit: 4 hours.

BI 430W Ecology

Examines the interactions between organisms and their environment at the individual, population, community and ecosystem level. Laboratory and field exercises/trips will emphasize population sampling and quantitative analysis of data and environmental parameters and students will design and complete independent research projects. One three hour laboratory per week, possibly with off-campus trips for field study. Prerequisites: "C" or better in Biology 102, 202, 203, 282W, Mathematics 200, Mathematics 319 (preferred), permission of instructor. 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 core biology courses must be completed to enroll in this course. Assessment of biology program goals will occur in this course. Includes required reading section. Prerequisites: "C" or better in all biology core courses (Biology 101, 102, 282, 308) or permission of instructor. This course may not be taken as a coordinated study. Credit, 4 hours.

BI 480 Undergraduate Research

Allows 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 mutu-

ally agreeable to the student and faculty member. Students will present the final results in publication form. Lab fee. Must have permission of the instructor. Credit, 1 - 3 hours.

COURSE OFFERINGS IN BUSINESS ADMINISTRATION

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

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.) Credit, 3 hours.

BA 215W/BA 215HW 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 102W (Same as English 215.) Credit, 3 hours.

BA 218 Enactus

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 Enactus

The course is an active learning program focused on student generated projects designed to benefit the College and surrounding community. It is designed to provide students with an understanding of how businesses and a market economy function, and the vital role that the entrepreneur plays in the free market system. Credit, 3 hours.

BA 310/BA 310H Ethical Issues in the Workplace

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

BA315/BA315H Business Law I

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations. (Same as LG 315) 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. (Same as LG 316) Credit, 3 hours.

BA317 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. (Same as LG 317) Credit, 3 hours.

BA 324/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. 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: Management 300 or Marketing 300. (Same as Economics 360 and International Studies 360.) Credit, 3 hours.

BA 410: International Marketing

This course will focus on the issues and challenges faced by the international marketer in a complicated global economic and business environment. This course addresses how the international marketer handles the challenges that are faced in a complex global business environment. Prerequisite: MK 300 and BA 360. 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: Accounting 207, 208, Business Administration 215, 310, 315, 360, Finance 312, Management 300, Marketing 300, Economics 203 and 204. . Credit, 3 hours.

BA 490 Business 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN CHILDCARE MANAGEMENT

CC 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. (This course does not apply to teacher certification majors). Credit, 3 hours

CC 307 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. (This course does not apply to teacher certification majors) Prerequisites: C or better in ED 200 and CC 303. Credit, 3 hours.

CC 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. (This course does not apply to teacher certification majors.) Prerequisite: grade of C or better in ED 200 and CC 303. Credit, 3 hours.

CC 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. (This course does not apply to teacher certification majors.) Prerequisites: A Grade of "C" or better in ED 200, CC 303. Credit, 3 hours.

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 114. 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 per a week. Prerequisites: recommended MA 114.
Credit, 4 hours.

CH 106, 206, 306, 406 Laboratory Assistant
This course will provide an opportunity for students to gain additional laboratory experience similar to that found in an entry level laboratory technician position. Students will learn to independently prepare solutions, reagents, equipment, and supplies for use in the teaching laboratories. Safety will be emphasized. This course is repeatable. Pass/Fail only. Credits: 0 to 3 hours

CH 110 General Chemistry I
Introduction to modern theories of atomic and molecular structure, chemical bonding, chemical reactions, stoichiometry, and states of matter. Three hours lecture and three hours laboratory per week. Prerequisites: "C" or better in CH 100; and MA 115 or MA 122 or MA 205; or permission of instructor. Credit, 4 hours.

CH 111 General Chemistry II
Introduction to modern theories and applications of equilibrium, solutions, acids and bases, oxidation reduction systems, thermodynamics, kinetics, complex equi-

libria, solubility product, coordination chemistry, nuclear chemistry, and descriptive inorganic chemistry. Three hours lecture and three hours laboratory per week. Prerequisites: "C: or better in CH 110; or permission of iinstructor. Credit, 4 hours.

CH 120 Science in Society

This course will investigate the role and influence of chemistry in modern society. Recent topics from various media will be discussed, and the chemistry basis of each will be covered. Critical evaluation of the science presented in the media will also be considered. Designed for non-science majors. Three hours of lecture and a two hour laboratory period a week. 4 credits.

CH 125 Edible Experiments: The Science of Food

An experimental and hands-on approach to applied chemistry (as seen in cooking). Cooking may be the oldest and most widespread application of chemistry and recipes may be the oldest practical result of chemical research. Students will perform edible experiments to illustrate some chemical principles, including extraction, denaturation, and phase changes. This is a hybrid course: the majority of the cooking is done outside of class in the student's kitchen. This course is designed to meet the needs of the non-science major and will satisfy General Education SLO 6. 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. Credit, 4 hours.

CH 315 Principles of Biochemistry

Presents an introductory study of the major metabolic pathways in the eukaryotic cell. Topics include the structure and metabolism of amino acids, proteins, nucleic acids, carbohydrates and lipids. Enzyme kinetics, metabolic regulation, thermodynamics, and enzymatic mechanisms will also be introduced. A weekly three-hour laboratory will focus on basic biochemical techniques. Three lecture and three laboratory hours per week. This course may be accepted in lieu of Chemistry 304 for a Biology Major. Prerequisites: successful completion of Biology 282W and Chemistry 303 with a grade of "C" or better, or permission of instructor. (same as Biology 315) Credit, 4 hours.

CH 401W and CH 402W Physical Chemistry I and II

The study of gases, thermodynamics, chemical and phase equilibria, solutions, the study of kinetic theory, chemical ki netics, electrochemistry, transport prop erties, surface chemistry, and quantum mechanics. Three hours lecture per week. Prerequisites: Chemistry 110, 111, Mathematics 206, and Physics 201, 202 or Physics 301, 302; or permission of instructor. Credit, 3 hours.

CH 411LW and CH412LW Physical Chemistry I and II Labs

Laboratory experiments for the corresponding Physical Chemistry lectures. Three hours lab per week.
Correquisite: Chemistry 401W or 402W. Credit, 1 hour.

CH 403 Quantitative Analysis (w/ Lab), (formerly CH 201W)

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. 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 lecture and three hours laboratory per week. Prerequisites: Chemistry 403 and Physics 201, 202 or Physics 301, 302; or permission of instructor. Credit, 4 hours.

CH 415/BI 415 Advanced Biochemistry
A more detailed study of some of the topics discussed in Principles of Biochemistry, including enzyme kinetics and mechanisms, lipid anabolism and catabolism, and regulation of metabolic pathways. Recent review and research articles will be utilized. Protein folding and binding studies will be investigated in the laboratory portion. Prerequisite: Biology 315/Chemistry 315 and Chemistry 304. (same as Biology 415) Credit: 4 hrs.

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.

CH 453 Chemistry Evaluation
An assessment of the skills & knowledge an undergraduate chemistry major should have prior to graduation. A minimum of 24 semester hours of chemistry major courses must be completed prior to taking this course. Prerequisite: permission of instructor. Pass/Fail only. Credit, 0 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) Credit, 1-3 hours.

CH 482 Undergraduate Research: The Proposal
This course is designed to instruct student in how to prepare a research project. Students will learn literature review, experimental design, and developing a budget on a problem agreeable to both the student and the instructor. The end result will be a research proposal. Repeatable. Prerequisites: CH 111 General Chemistry II and Permission of Instructor. Credit: 1-3 hours.

CH 483 Undergraduate Research: The Experiment
This course is designed to allow the student to implement the experiment portion of a proposed research project that was developed in Chemistry 482 Undergraduate Research: The Proposal. Students will utilize various laboratory techniques and equipment to perform the experimental project. Students will present their results in the form of a poster suitable for presentation at a conference. Prerequisites: Chemistry 482 Undergraduate Research: The Proposal, and Permission of Instructor .Credits: 1-3 hours. Repeatable.

COURSE OFFERINGS IN COMMUNICATION

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

CM 103 Narratives Across Media

Humans are "story-telling animals" who demonstrate this impulse through many narrative traditions in every medium and meta-medium. In this course, students will explore how story-telling takes place in oral narratives, stage, TV, film, museums and galleries, amusement park attractions and digital environments, and will apply this knowledge to composing a meta-medium narrative. This course is a pre-requisite for CM 410; Prerequisite: English 095. Credit,3 hours.

CM 105 Fundamentals of Public Speaking

A public speaking course which emphasizes research, organization, delivery, and presentation of various types of speeches. A grade of "C" or better is required in this course to satisfy Limestone's Verbal Skills requirement. The course must be repeated until a grade of "C" or better is earned. Prerequisite: English 101W or a qualifying score on the English placement examination to exempt English 101W. (same as English 105). Credit, 3 hours.

CM 120 Introduction to Graphic Design

A beginning class that focuses on designs formal structures. Students will be introduced to Adobe Design Software through a series of projects that utilize design fundamentals and introduce the concepts of creative problem solving. (same as AR 120). Prerequisites: Art103. Credit, 3 hours.

CM 220 Typography and Visual Communication

This course explores the key elements of visual communication and the relationship of text and image. Emphasis is placed on conceptual thinking, formal relationships, and audience. Assignments focus on typography, hierarchy, composition, and computer production skills. (same as Art 220), Prerequisites: Art 103. Credit, 3 hours.

CM 315/EN Editing and Publishing

Students in EN/CM 315 will function as working literary editors of the *Candelabra*, which will be published during this course. This course is a professional introduction to literary magazine publishing in the form of real-life hands-on work in editing and publis-hing the magazine. The semester will begin with the study of literary magazine aesthetics and editing training, continue with reading submissions and selecting work for publication , and conclude with publication of th e magazine itself. Student editors arc expected to collaborate with each other, with the instructor , and with the faculty editor from the Art Department. Prerequisites: English 101, EN 102, CM 103, or any 200-level Communications, or English course, or by permssion of the instructor. Credit, 3 hours.

CM 320 Graphic Design III

This course is an advanced study of visual communication principles and their applications to more complex and comprehensive design solutions. The development of cohesive design style is encouraged through a series of comprehensive cross platform media projects. (same as Art 320) Prerequisites: Art 103, 120 or 220. Credit, 3 hours.

CM 404 Technology for Teachers
An introduction to the technological resources available to teachers. This course is designed to enhance teaching techniques and to support the learning process. Discussions will focus on computer hardware, recommended software programs for teachers, and the use of the Internet and telecommunications as instructional resources. There will be an emphasis on the practical application of information technology as it relates to written and visual communication in the 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: Creating and editing presentations, formatting text, printing presentations, working with objects, using Word Art, Clip Art and animation, and building and running slide shows. Credit, 3 hours.

CM 404B Excel for Teachers
An introduction to Microsoft Excel. Students will be introduced to Excel features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating, modifying, formatting, and printing worksheets; working with basic formulas and functions; and working with charts. Credit, 3 hours.

CM 404C Word for Teachers
An introduction to Microsoft Word. Students will be introduced to Word features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating, formatting, editing, saving and printing documents, working with tables, moving and copying text, and using automatic text features. Credit, 3 hours.

CM 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 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 404M: Google for Teachers
This course will introduce students to various methods of using Google to effectively link content and pedagogy in

all curriculum areas. Students will write curriculum plans to develop, implement, and assess pedagogical strategies for incorporating Google tools into their classrooms. Topics will include Application, Collaboration, and Research Resources available using Google. Credit 3 hours.

CM 404N Google Classroom for Teachers

Google Classroom is Google's classroom management system for teachers designed to simplify creating, distributing and grading assignments in a paperless way. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, Google Calendar for scheduling, and Google Search to access links for school research projects.

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 and CM 103, 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: CM 410. Credit, 3 hours.

COURSE OFFERINGS IN COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

CS 102 Microcomputer Applications

This is an introduction to microcomputer applications concentrating on use of word processing, presentation, and spreadsheet applications. Prerequisite: This course may not be taken concurrently with EN 100. Material Fee. Credit, 3 hours.

CS 103 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: This course may not be taken concurrently with EN 100. Credit, 3 hours.

CS 105/105H 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: This course may not be taken concurrently with EN 100. Credit, 3 hours.

CS 201/CS 201H 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: Computer Science 105. Credit, 3 hours.

CS 202 Advanced Microcomputer Applications

This course covers advanced topics in microcomputer applications concentrating on word processing, spreadsheet, presentation, and database software applications. Prerequisite: Computer Science 102. Material Fee. Credit, 3 hours.

CS 205 Programming I: Procedural 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 105 or permission of instructor. Credit, 3 hours.

CS 206 Programming II: Object Oriented Programming

A course concerned with presenting the programming approach of object-oriented languages with a focus on data abstraction, objects, classes, methods, and inheritance. Prerequisite: Computer Science 205. Credit, 3 hours.

CS 207 Cryptography & Access Control

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: Computer Science 105. Credit, 3 hours.

CS 208 Telecommunications & Network Security

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

CS 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 Education 209, Human Resource 209). Credit, 3 hours.

CS 220 C+ Programming

This is an introductory course in C+ programming. Topics include data types, expressions, decision-making, repetition,

arrays, methods, file I/O, and event driven programming. Prerequisite: Computer Science 105. Credit, 3 hours.

CS 234 Web Page Development

This course covers the design, development, and creation of Web pages using HTML, CSS, and XML. Prerequisite: Computer Science 103. Credit, 3 hours.

CS 236 Introduction to Scripting

This course covers the concepts and uses of scripting languages, such as JavaScript and AJAX. Prerequisite: Computer Science 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. Prerequisite: Computer Science 206. 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: Computer Science 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: Computer Science 205. Credit, 3 hours.

CS 306 Visual Programming

This course covers interaction with databases, operating systems, and application programs. A specific language such as Visual Basic will be emphasized. Prerequisite: Computer Science 105. Credit, 3 hours.

CS 307 Computer Compliance, Regulations, & Investigations

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: Computer Science 207. 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: Computer Science 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. Prerequisite: Computer Science 202. Credit, 3 hours.

CS 311 Information Security & Risk Management

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: Computer Science 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 330 Internet Programming

This course covers the use of object-oriented programming languages, such as Java, in the creation of programs, applets, and interactive Web sites. Prerequisite: Computer Science 105. Credit, 3 hours.

CS 335 Web Development Tools

This course covers the use of automated tools, Adobe Dreamweaver for example, in the creation and maintenance of web sites. Prerequisite: Computer Science 234. Credit, 3 hours.

CS 340 Internet Graphics

This course covers the use of an image-editing program, Adobe Photoshop for example, for creating and editing web images. Prerequisite: Computer Science 234. Credit, 3 hours.

CS 404 Continuity & Disaster Recovery Planning

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: Computer Science 309. Credit, 3 hours.

CS 407 Application Security

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: Computer Science 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: Computer Science 311. Credit, 3 hours.

CS 426 Internet Database

This course uses MySQL to build secure, database-driven web sites. Prerequisite: CS 305. Credit, 3 hours.

CS 441 Project Management

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: Computer Science 304. 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, and information technology. Addition- ally, 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. This course

may not be taken as a coordinated study. Prerequisites: All required courses in Computer Science 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 203/203H 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 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 305 Investigative Methodology in Criminal Justice (formerly CJ 205)

This course is designed to study the goals and procedures of a criminal investigation from the time an investigator is summoned, all the way to case presentation in court. Several crimes and their subsequent investigations will be studied, with emphasis placed upon considerations that are uniquely indigenous to specific crimes and their investigations. Legal decisions and scientific discoveries are also explored to show how courts, science and education have influenced the practice of investigations. 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 325/325H 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. (same as LG 335). 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. (same as LG 340). 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 420 Research Methods in Criminal Justice

An overview of research methods employed in criminal justice. The course examines theoretical principles on which scientific research is based in addition

to application of principles and methods in criminological research. Students will learn the historical development of social research as well as techniques and problems encountered in criminal justice research methods. The course will highlight the importance of program evaluation and sound research methodology. Students will also be exposed to the research process through practical exercises designed around the student's particular career interest. Prerequisite: Criminal Justice 201. Credit, 3 hours.

CJ 440/440H 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: (Same as Political Science 440.) Junior or Senior Standing or Permission of the Instructor. (same as LG 440). Credit, 3 hours.

CJ 450W Senior Seminar

This course will be a seminar on the Criminal Justice System in the United States. The students will read from an extensive reading list of Criminal Justice research and discuss methods and conclusions that have been developed concerning the police, courts, corrections and theory in Criminal Justice issues. Students must successfully pass this course to graduate with a Criminal Justice degree. Prerequisites: 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 203/203H 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. Credit, 3 hours.

EE 213/213H 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 ED 200, Credit, 3 hours.

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 ED 200, and passing Praxis Core. 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 ED 200, and passing Praxis Core. 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 ED 200, EE 203 and passing Praxis Core. Credit, 1 hour.

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 Core, a grade of C or better in ED 200, and acceptance into the Teacher Education Program. Credit, 3 hours.

EE 307 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 Core and a C or better in ED 200 and EE 203. Credit, 3 hours.

EE 309/309H 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 Core and a grade of C or better in ED 200 and EE 203. Credit, 3 hours.

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 ED 200, EE 203 and passing Praxis Core. 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/PLT. 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, professional 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/PLT. 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. Prerequisite: (Same as Business Administration 200, Mathematics 200 or Psychology 200.) Credit, 3 hours.

EC 203/EC 203H Microeconomics

This course analyzes the market behavior and decision-making processes of individual consumers and firms. It utilizes the concepts of opportunity cost, supply and demand, comparative advantage and market structure to develop an understanding of how prices and ouput levels are determined and how scarce resources are allocated in individual markets. Prerequisite: MA 116 (for students transferring a math course prior to entering Limestone College, MA 115 or MA 116).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: MA 116 (for students transferring a math course prior to entering Limestone College, MA 115 or MA 116). Credit, 3 hours.

EC 211 Economic Geography

This course examines the spatial relationships between people, places, and environments with respect to how societies answer the questions of what, how, and for whom to produce. The relationships are examined at the local, regional, and

global levels. (Same as Geography 211.) Credit, 3 hours.

EC 220 Economics and the Environment

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/EC 301H Intermediate Microeconomics Analysis

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

EC 302/EC 302H Intermediate Macroeconomics Analysis

Advanced analysis of the measurement of the national income, employment, and economic growth. Prerequisites: Economics 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. (Same as Finance 307) 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 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. Prerequisite: FI 312. (Same as Finance 334). 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. Prerequisite: Management 300 or Marketing 300. (Same as Business Administration 360 and International Studies 360.) Credit, 3 hours.

EC 490 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. 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 200/200H 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 101W. Credit, 3 hours.

ED 209/209H 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) 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 101W and EN 102W, Sophomore status, 3.0 GPA in tutoring subject area or recommendation of instructor. Credit, 1 hour. Grading: letter grade. 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 Core. 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 Core. Credit, 1 hour.

ED 303 Teaching Reading: Instructional Practices

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 Core. Credit, 3 hours.

ED 304 Teaching Reading d 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 varioius learning styles. Prerequisite: A grade of "C: or better in Education 200 and passing Praxis Core. Credit, 1 hour.

ED 307 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. Prerequisite: Psychology 101. (Same as Psychology 304.) 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. Credit, 3 hours.

ED 310/310H History and Philosophy of Education

A study of the historical, ethical, philosophical and sociological foundations of the American educational system. Prerequisite: A grade of "C" or better in Education 200 and passing Praxis Core. Credit, 3 hours.

ED 312 Foundations of Teaching Reading

A survey of the sociological, linguistic, and psychological aspects of the reading process and the methods, materials, skills, and instructional strategies essential for success in teaching reading to students of diverse backgrounds and abilities. A field experience (practicum) component is included in this course. Prerequisites: A grade of “C” or better in ED 200 and passing Praxis Core. Credit, 3 hours.

ED 320/320H The Exceptional Child

This course includes the study of a variety of disabilities that afflict school-age children and youth. Attention will be given to special problems of adjustment

and adaptation as it relates to the school setting. Additional emphasis will be placed on techniques and resources for assisting these children to maximize their respective potentialities. (Same as Psychology 320.) Credit, 3 hours.

ED 345/345H 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 ED 200, ED 355 or EE 309, pass Praxis Core, Credit, 3 hours.

ED 346W Methods of Teaching Science in the Elementary School

The purpose of this course is to describe the techniques and skills necessary for successfully teaching content in science at the elementary school level. Teacher candidates will be actively engaged in problem-solving, hands-on activities, inquiry-based design, experimentation, and other methods of teaching science. Attention will be given to the use of technology and best practices based on research. Prerequisites: A grade of "C" or better in ED 200, ED 355 or EE 309, passing Praxis Core. 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 Core, A grade of "C" or better in ED 200 and ED 303 or ED 355 or EE 309. 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 Core , A grade of "C" or better in ED 200 and ED 303 or ED 355 or EE 309. 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 Core exams. Credit, 2 hours.

ED 355/355H 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 Core. Credit, 3 hours.

ED 401 Classroom Assessment

A study of how to design, use, and interpret the results of assessment to guide and improve instruction. The theory,

development, history, and application of both formal and informal testing will be studied. Prerequisites: A grade of "C" or better in ED 200 and passing Praxis Core. Credit, 3 hours.

ED 412 Diagnostic Assessment and Prescriptive Teaching of Reading

A study of the nature and multiple causes of reading difficulties. Emphasis will be placed on assessing reading ability and planning corrective instructional strategies to meet the needs identified by the assessments. The practicum component of the course requires students to participate in public school reading classes and provide assistance for struggling readers. Prerequisites: A grade of "C" or better in Education 200 and 303 and passing Praxis Core. Credit, 3 hours.

ED 452 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 100 Introduction to Freshman Composition

Introduction to Freshman Composition is designed to prepare students for the rigors of Freshman Composition (EN 101). This course integrates the critical reading skills student sneed to interact with college-level texts, along with the writing skills they will need to compose college -level writing. A student required to take English 100 must enroll in the course his/her first semester on campus and be continuously enrolled until proficiency level is reached. After successful completion of this course, a student must immediately enroll in English 101. 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 102W. Prerequisite: English 095 or exemption from English 100. 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 101W. Credit, 3 hours.

EN 103 HW 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 100 or exemption from EN 100. Credit, 3 hours.

EN 105/105H 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 101W or a qualifying score on the English placement examination to exempt EN 101W. (same as CM 105). 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 102W or 103HW. 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 102W or 103HW. 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 102W or 103H. Credit, 3 hours.

EN 203/203H 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 102W or 103HW. 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 Wor 103HW. Credit, 3 hours.

EN 206/206H 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 102W or 103HW. Credit, 3 hours.

EN 212/212H 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. Prerequisite: English 102Wor 103HW. (Same as Theatre 101) 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/BA 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. Prerequisite: English 102 W with a grade of "C" or better. (Same as Business Administration 215.) Credit, 3 hours.

EN 220/220H 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 102W or 103HW. 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 principal 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 Prerequisite: EN 101W, EN 102W (same as PE 222W). Credit, 3 hours.
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.

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 224 for credit up to four times. Students must enroll in English 224 as a credit course for at least two consecutive semesters; after two consecutive semesters, students may repeat English 224 as a non-credit course. Prerequisite: Approval 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 102W or 103HW. Credit, 3 hours.

EN 230AW Creative Writing

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

EN 230BW/EN 230B HW Creative Writing

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

EN 230CW Creative Writing

A continuation of English 230, English 230A, and English 230B. Prerequisite: English 102W or 103HW. 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 102W or English 103HW with a grade of "C" or better. Credit, 3 hours.

EN 232 Creative Writing Prose/ Hybrid/Graphic

This course provides a setting for beginning writers as well as those who are advancing in the development of the craft. Working through the creative process, writers will focus on prose genres (primarily fiction and creative nonfiction) and explore current graphic, photographic, and hybrid forms, including those emerging through social media. In a workshop setting, writers will engage in the craft, experimenting with genre,form, and mode. Writers will also employ literary elements, technique,research,and language. Writers will study works from various genres and forms, engage in peer critique, collect feedback from other writers,and obtain information on submitting work to literary journals in print online and through social media outlets. The course will emphasize and encourage each writer's development of personal style, voice,and form. Prerequisite: EN 102. 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 102W or English 103HW. Credit, 3 hours.

EN 302/302H Shakespeare

An intensive study of the principal plays as well as the sonnets of Shakespeare. This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 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 310/310H 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 does not meet the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 311W/311HW Studies in African-American Literature

This course studies literature (fiction, nonfiction, drama, and poetry) by African Americans from the mid-1800s to the present. The course is designed to help students understand how African-American literary culture has developed and how it continues to develop in the contemporary period. 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 does not meet the General Education literature requirement. Prerequisite: Any 200-level English Course. Credit, 3 hours.

EN/CM 315 Editing and Publishing

Students in EN/CM 315 will function as· working literary editors of the *Candelabra*, which will be published during this course. This course is a professional introduction to literary magazine publishing in the form of real-life hands-on work in editing and publis -hing the magazine. The semester will begin with the study of literary magazine aesthetics and editing training, continue with reading submissions and selecting work for publication , and conclude with publication of th e magazine itself. Student editors arc expected to collaborate with each other, with the instructor , and

with the faculty editor from the Art Department. Prerequisites: English 101, EN 102, CM 103, or any 200-level Communications, or English course, or by permssion of the instructor. Credit, 3 hours.

EN 324/324H 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 102W or English 103HW. Credit, 3 hours.

EN 326W/326HW 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 102W or English 103HW. 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 102W or English 103HW. 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 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 does not meet the General Education literature requirement. Prerequisite: English 102W or 103HW. 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 102W or 103HW. 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. (Offered alternate years.) This course does not meet the General Education literature requirement. 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 does not meet the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

EN 430 Methods of Teaching Language Arts in the Secondary School

The purpose of this course is to help prospective teachers develop a knowledge base from which they can confidently teach the language arts in grades nine through twelve. (Offered as needed.) Passing Praxis Core. 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 ADEPT process. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to this rule may be made by the Teacher Education Committee. Grading is on a Pass/Fail basis. Credit, 12 hours.

EN 490 English Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours of work. Internships require senior status and a minimum 2.5 grade point average. Credit, 3 hours.

EN 495W/495HW 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 FINANCE

FI 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. (Same as Economics 307.) Credit, 3 hours.

FI 312/FI 312H 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: Accounting 207. Credit, 3 hours.

FI 333/FI 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: Finance 312. Credit, 3 hours.

FI 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. Prerequisite: Finance 312. (Same as Economics 334). Credit, 3 hours.

FI 340/FI 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: Finance 312, Credit, 3 hours.

FI 400 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: Finance 333. Credit, 3 hours.

FI 490 Finance 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

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

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 ten 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: Accounting 207, 208, Finance 312. Credit, 3 hours.

HC 304 Health Care Economics

This course provides an overview 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.

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 Health Care Policy and Politics

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 's part in forming policies, as well as 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, Management 300. Credit, 3 hours.

HC 452W Strategic Management of Health Care

This is the capstone course which integrates theory in business administration and health care administration using a strategic management framework. Case studies emphasize the evaluation of strategic alternatives and strategy formulation within the health care industry. Prerequisites: Accounting 207, 208, Business Administration, 215, 310, Management 300, Finance 312, 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 consists with his/her study in Health Care Administration. The student will have a faculty sponsor, as well as the 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 semesters hours or 6 semester hours of credit, respectively. Internships required junior or senior status, and minimum 2.8 grade-point average, and a letter of recommendation from a Business Administration or Health Care Administration department professor. Credit, 3-6 hours.

COURSE OFFERINGS IN HEALTH SCIENCES

HS 210 Ethics and Professionalism in Health Sciences

Provides an overview of theoretical and

practical ethics with an emphasis on bioethics, while investigating medical professions and expectations. Students will discuss major ethical theories and their assumptions, analyze common modern beliefs about ethics, use moral reasoning to address specific situations including academic and professional, write clearly and effectively about ethical dilemmas, and practice applied bioethical decision-making related to historic and current issues related to medicine, research, and health. Topics related to health professions may include career explorations and presentations, characteristics and expectations for academic and professional success, admission process timelines, recommendations, community service, interviewing, qualifying exams, and transitioning from a student to a health professional. Prerequisite: successful completion or waiver of EN 100. (3 sh). This course satisfies the General Education SLO 8 requirement in Ethics. Credit, 3 hours.

HS/BI 306 Epidemiology and Pathology of Disease (Formerly BI 406)

Provides an overview of terminology, procedures, and practices in classical and modern epidemiology along with the study of the major pathological processes underlying human disease, utilizing laboratory observation of pathological changes and case studies. Upon completion, students should demonstrate knowledge of epidemiological practices and of major pathological mechanisms and deviations from homeostasis which result in diseases affecting all organ systems, including etiology, signs and symptoms, gross and microscopic pathology, therapy, and prognosis for major human diseases. A three hour weekly laboratory is required. Prerequisites: C or better in Biology 210, Biology 211 and one semester of chemistry with lab or permission of instructor. (same as BI 306) Credit, 4 hours.

HS 452W Health Sciences Capstone

Serves as the capstone for the degree program in Health Sciences. Students will participate in weekly seminar meetings on health professions-related topics appropriate to students nearing degree completion and admission into professional programs, while completing a senior thesis project in a declared area of health sciences. Faculty- approved thesis topics will be researched and selected by students based on their career interests. An annotated bibliography, formal written report in APA format, and formal presentation in an appropriate venue are required. Prerequisites: Completion with a C or better of program core courses including HS210 and HS306 or permission of instructor. This course is an AWE-designated course. Credit, 3 hours.

COURSE OFFERINGS IN HISTORY

HI 110/HI 110H-HI 111HW 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 110/110H-HI 111/111HW World Civilization I and II

The topics covered are basically the same, as those in 110-111, but the assigned reading and writing are heavier. Emphasis is placed on discussion of the readings. (Open to Honors Program students or by invitation of the professor.) Credit, 3 hours.

HI 112H 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 113/113H United States History II

A chronological study of selected topics showing the social, economic, and political development of the American nation from 1865 to the present. Credit, 3 hours.

HI 214/214H Non-Western Civilizations

A study of the major non-western civilizations' cultural and political histories from earliest times to the present. The cultures of China, Japan, India, Africa, and pre-Columbian America will be studied. Credit, 3 hours.

HI 303/303H 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 304/304H Reformation, Science, and Enlightenment

A study of the Reformation, Counter-reformation, Scientific Revolution, and Enlightenment of the late 15th-18th centuries, with a focus on Western intellectualism (Non-American), Prerequisites: HI 110 or HI 111. Credit, 3 hours.

HI 305/305H Imperialism, Revolution, and Reform

A study of Modern European Imperialism and Global Reaction from the 19th-20th Centuries. Specific attention will be paid to Revolutions and Reforms in Asia, Africa, and Oceania. (Non-American), Prerequisites: History 111 or History 214.Credit, 3 hours.

HI 307 Europe in the Twentieth-Century

A study of Europe's long twentieth-century with focus on ideological and physical battles waged on the continent. (Non-American), Prerequisites: History 111 Credit, 3 hours.

HI 309W 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 315 Religion in American History

The course explores American religious practices from colonial times to the present day, as well as how religious values and ethics have intersected to shape politics and culture in American history. Mediums of instruction will iinclude: lectures, class discussion, movies, as well as primary and secondary sources. Prerequisites: EN 101, any history course. 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. (Non-American), (Same as Computer Science 320.),Credit, 3 hours.

HI 321/321H 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 341/341H 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 347/347H 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 international trade, banking, labor relations, and government economic policy. (American), (Same as Economics 350.),Credit, 3 hours.

HI 400 Research Seminar

This course will introduce students to the laboratory of history. Topics include research methods, historical interpretation, and the philosophy of history. Students will also prepare a research design for the paper they will complete in History 401. Enrollment is limited to declared History Majors. (Offered only in Fall Semester.) Credit, 3 hours.

HI 401 History Research Project

This course builds on skills developed in History 400; students will be required to complete a major research paper utilizing primary and secondary sources. (Offered only in Spring Semester.) Enrollment is limited to declared History Majors. Prerequisite: History 400. Credit, 3 hours.

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 103 Introduction to Human Resource Management

An introduction to the fundamentals of human resource management (HRM) and the integral role it plays in the success of today's organizations as a strategic partner. An overview of the HRM areas to include recruitment and selection, compensation and benefits, training and development, safety and health, diversity, employee engagement, performance management, motivation, employee relations and HR planning. Not open to HRM majors with junior or senior standing (60 semester hours or more completed). Prerequisite: None.

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 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: Management 300, Marketing 300. 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: Management 300, Marketing 300. 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. Prerequisite: Management 300, Marketing 300. (Same as Management 311) 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. 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. Prerequisite: Management 300, Marketing 300. (Same as Management 401). Credit, 3 hours.

HR 420 Staff Development and Training (formerly HRD 420)
Provides extensive analysis of the staff development and training field from its 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: Management 300, Marketing 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: Accounting 207, Management 300, Marketing 300, Business Administration 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 Human Resource Management. 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 semesters or 6 semester hours of credit, respectively. Internships require junior or senior status, a minimum 2.8 grade-point average, and a letter of recommendation from a Business Administration or Human Resource Management department professors. Credit, 3-6 hours.

COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 110 Academic Skills
The primary focus of this course will be to present students with important academic skills, including note-taking, test-taking, memory techniques, reading, and critical thinking. Students in this course will be paired with a Success Coach to focus on learning strategies, life management, and goal attainment. 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. All provisionally admitted students must enroll in the course during their first semester on campus and must be continuously enrolled until the course is successfully passed. Material Fee. Credit, 3 hours.

ID 111, ID 211, 311, 411
Strategies for Learning
This course is designed to help students 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. As students progress through the years, reaching specific benchmarks, student responsibilities increase. Must have the permission of the instructor. Credit, 1 hour. (5th year and other students may take this course for zero credit, with permission from the instructor.)

ID 150/ID 150H Academic Inquiry
This seminar focuses on an instructor-selected topic that faculty and students explore together in a shared intellectual adventure. 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. All students required to take ID 150 must enroll in the course during their first semester on campus. Students who do not successfully pass ID 150 will be required to take ID 110 the subsequent semester. Credit, 3 hours.

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/301HW 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). Credit, 3 hours.

ID 305W Academic Research

This course will provide knowledge of research strategies. It will guide the student through the research process beginning with developing a focused research topic, choosing a variety of resources, navigating various research databases, searching and evaluating information, and ending with an annotated bibliography and literature review. Topics will include the information cycle, keyword searching, truncation, Boolean operators, evaluating sources, plagiarism, and ethical and legal use of information. Prerequisite: English 101 and 102 or English 103H. Credit, 3 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: Management 300 or Marketing 300. (Same as Business 360 and Economics 360.) Credit, 3 hours.

COURSE OFFERINGS IN LEGAL ISSUES

LG 315/LG 315H Business Law I

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations. (Same as BA 315) Credit, 3 hours.

LG 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. (Same as BA 316) Credit, 3 hours.

LG 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. (Same as BA 317) Credit, 3 hours.

LG 320 Legal Process

Legal Process is designed to develop students' legal research and writing skills. Coursework will introduce students to a variety of legal documents, such as research memos and appellate briefs. In addition, students will develop their oral advocacy skills. Prerequisite: EN 102. Credit, 3 hours.

LG 335/LG 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. (same as CJ 335). Credit, 3 hours.

LG 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. (same as CJ 340). Credit, 3 hours.

LG 440/440H 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: (Same as Political Science 440.) Junior or Senior Standing or Permission of the Instructor. (same as CJ 440). Credit, 3 hours.

LG 490 Legal Issues 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN MANAGEMENT

MG 300/MG 300H Principles of Management

This course examines the functions of management (planning, directing, controlling, organizing, staffing, com-

municating, and decision-making) from a balanced perspective. Prerequisite: English 101. Credit, 3 hours.

MG 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. Prerequisite: Management 300. (Same as Human Resource 311) Credit, 3 hours.

MG 318/MG 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: Management 300 or permission of the instructor. Credit, 3 hours.

MG323/ MG323H Organizational Behavior

A study of the determinants of behavior at the individual, interpersonal, group, intergroup, and interorganizational levels. Prerequisite: Management 300. (Same as Psychology 323.) Credit, 3 hours.

MG 326 Project Management

This course serves as an introduction to modern project management practices and techniques, examines current terminology, definitions, and conventions along with the different objectives, roles, and responsibilities of individual project team members. Course includes network modeling, defining activities and events, cost estimating and reporting, single and multiple resource allocation and leveling. Computerized project management software will be used. Prerequisites: Management 300, English 102. Credit, 3 hours.

MG 346/MG 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: Management 300, and Marketing 300. (Same as Marketing 346). Credit, 3 hours.

MG 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: Management 300. Credit, 3 hours.

MG 401 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. Prerequisite: Management 300. (Same as Human Resource 401). Credit, 3 hours

MG 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 Management 300 or permission of the instructor.

MG 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.

MG 490 Management 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN MARKETING

MK 300/MK300H Principles of Marketing

The role of marketing in the business environment is examined with respect to its functions, applications, and policies. Prerequisites: English 101. Credit, 3 hours.

MK 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.

MK 329/MK 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: Marketing 300. Credit, 3 hours.

MK 335/MK 335H 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: Marketing 300 Credit, 3 hours.

MK 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 prospective. It examines how successful companies have changed the way they market through a strong Internet presence. Prerequisite: Marketing 300. Credit, 3 hours.

MK 343/MK 343H 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. Principles of Advertising will give students an 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: Marketing 300. Credit, 3 hours.

MK 345/MK 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: Marketing 300 or Psychology 101. Credit, 3 hours.

MK346/MK 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: Marketing 300 and Management 300. (Same as Management 346). Credit, 3 hours.

MK 410 International Marketing

This course will focus on the issues and challenges faced by the international marketer in a complicated global economic and business environment. This course addresses how the international marketer handles the challenges that are faced in a complex global business environment. Prequisites: BA 360 and MK 300. Credit, 3 hours.

MK 490 Marketing 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 semesters hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (the same field or different field). Internships require junior or senior status, a minimum 2.8 grade point average,and a letter of recommendation from a Business and Economics department professor. Credit, 3-6 hours.Note: A student may not take more than 6 semester credit hours of internships.

COURSE OFFERINGS IN MATHEMATICS

NOTE: Students must meet the prerequisites for the mathematics courses in which they enroll. Exceptions to this rule require the permission of both the instructor and advisor.

MA 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 .Credit, 1 hour.

MA 110 Mathematics for the Liberal Arts

Sets, the real number system, other numerical systems, logic, geometry, probability, and statistics. Credit, 3 hours.

MA 111 Mathematics for Teachers I

A course in basic mathematical concepts for prospective teachers and for students who need review of such topics for preparation for MA 114 Intermediate Algebra. Topics covered include problem-solving, logic, sets, numeration systems, whole number operations, basic number theory, integers, rational numbers and their operations, proportional reasoning, decimals, percent, real numbers, introduction to algebraic reasoning, functions, and the Cartesian coordinate system. This course and MA 112 together should prepare students to take the Praxis Core Assessment. (Offered on demand.) Credit, 3 hours.

MA 112 Mathematics for Teachers II

A course in basic mathematical concepts for prospective teachers. Topics covered include probability, statistics, and geometry. This course and MA 111 together should prepare students to take the Praxis Core Assessment. (Offered on demand.) Credit, 3 hours.

MA 114 Intermediate Algebra

The course content is intermediate algebra, to include solving linear equations and inequalities in one or two variables, exponents and polynomials, factoring methods and solutions of quadratic equations, rational expressions, radical expressions, functions, and graphs. This course is specifically designed to prepare students who have to take MA 115 or MA 116 later. (Offered on demand.) Credit, 3 hours.

MA 115 College Algebra

Real and complex numbers; linear, quadratic, rational, and absolute value equations and inequalities; variation; circles; linear, polynomial, rational, exponential, and logarithmic functions; and combinations of functions. Prerequisite: MA 114 with at least a "C", or ACT core of 18 or SAT Math score of 500.(Offered every semester.) Credit, 3 hours.

MA 116 Mathematics for Business & Economics

Mathematics for business and economics applications. Topics include linear, quadratic, exponential, and logarithmic functions; systems of linear equations; and mathematics of finance. Prerequisite: MA 114 with at least a "C", or ACT core of 18 or SAT Math score of 500 (Offered every semester.) Credit, 3 hours.

MA 122 Precalculus

Trigonometric and inverse trigonometric functions and identities; trigonometric form of complex numbers; polar and parametric equations; vectors and the dot product; systems of linear equations and matrices; conic sections; and introduction to sequences and series. Prerequisite: MA 115, or precalculus or equivalent in high

school with a minimum grade of "B", or permission of instructor. (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: at least a "C" in any of MA 115, MA 116, or MA 122. (Offered as needed.) Credit, 3 hours.

MA 160 Basic Mathematical Logic and Sets

Introduction to propositional logic, predicate calculus, proofs, sets, functions, and mathematical induction. Prerequisite: MA115 or above (except MA 200) with a minimum grade of "C". (Offered on demand.) Credit, 3 hours.

MA 200/200H 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. Technology will be used to represent and analyze data. (Same as Business Administration 200, Economics 200, or Psychology 200.) Credit, 3 hours.

MA 204 College Geometry

An introduction to axiomatic study and proof of foundational concepts of Euclidean geometry, trigonometry, coordinates and vectors, transformations, non-Euclidean and three dimensional geometry. Technology for exploring, learning, and presenting geometry will be covered. This course is designed for secondary mathematics education majors. Prerequisite: Mathematics 110 or above with a "C" or better. (Offered in Fall Semester of odd years.) Credit, 3 hours.

MA 205 Calculus I

Power, polynomial, rational, and trigonometric functions, limits, continuity, Intermediate Value Theorem, Extreme Value Theorem, derivatives, Mean Value Theorem, L'Hôpital's Rule, applications of derivatives, and antiderivatives. Graphing calculators will be used in exploring concepts covered and in applications. Prerequisite: MA 122 with a minimum grade of "C", or precalculus (or equivalent) in high school with a minimum grade of "A", or permission of instructor.(Offered in Fall 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 205 with a grade of "C" or better, or permission of the instructor. (Offered in Spring of even years) Credit, 3 hours.

MA 300 Discrete Mathematics
An introduction to discrete structures in mathematics. Topics covered include basic logic, algorithms, induction and recursion, counting methods, introduction to discrete probability, graphs, and trees, with use of technology for exploring concepts and creating simulations. Prerequisite: Mathematics 206 or higher with a minimum grade of "C", or permission of instructor. (offered in Fall Semester 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/MA 304 HWThe History of Mathematics
The historical development of number and operations, algebra, geometry, calculus, probability, data analysis, statistics, discrete mathematics, and measurement systems with emphasis on the contributions of various cultures. The mathematics of ancient cultures, medieval Europe and the Renaissance, the era of Newton and Leibniz, and the modern age will be covered. 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 of even years.) 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 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 on demand.) Credit, 3 hours.

MA 319 Intermediate Statistics
This course is a non-theoretical second course in statistics and data analysis. Course content includes inferences based on a single sample and two samples, analysis of variance, multiple regression and model building, categorical data analysis, and nonparametric statistics. Prerequisite: Mathematics 200 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

MA 320/320H Modern Algebra
Introductory number theory and group theory, with a brief introduction to rings, integral domains, and fields. Prerequisite: MA 206 or higher with at least a "C", or permission of instructor. (Offered in Fall of odd years.) Credit, 3 hours.

MA 350 Methods of Teaching Mathematics in the Secondary School
Study of historical events in mathematics education, long and short range instructional planning, assessments, instructional strategies, classroom environment,

dispositions of educators, technology in instructional practices, motivation and expectations for learners, content knowledge of teachers, problem-solving strategies, and monitoring classroom learning. Training in pedagogy, reading of current research articles on classroom management and assessment strategies will also be discussed. The class will involve the study of current SC standards for mathematics instructions, and SC ADEPT Evaluation Standards and Procedures. Intended for prospective secondary mathematics teachers. Prerequisite: One upper level mathematics course, passing Praxis I. Co-Requisite: Concurrent enrollment in ED 301MA or ED 302MA, or permission of the Mathematics Education Supervisor. (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 on demand) Credit, 3 hours.

MA 425 Real Analysis

Cardinality, induction, ordered fields, Completeness Axiom, topology of the real numbers, compact sets, sequences, convergence of sequences, limit theorems for sequences, monotone and Cauchy sequences, limits and continuity of functions. Prerequisite: Prerequisite: MA 206 or higher with at least a "C", or permission of instructor. (Offered on demand.) 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.) Credits, 12 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 1 Hour Credit
KEYBOARD	
Piano	ML 130

MUSIC

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	ML125
PERCUSSION	
Percussion	ML 126
STRINGS	
Strings	ML 127
GUITAR	
Guitar	ML 129

Instrument or Voice	**Freshman-Sophomore 1 Hour Credit**
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, ML249
APPLIED DRUM SET	
Applied Drum	ML 104D, ML 204D

Instrument or Voice	**Junior-Senior 1 Hour Credit**
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, ML441
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, ML449
APPLIED DRUM SET	
Applied Drum Set	ML 304, ML 404
APPLIED COMPOSITION	
Applied Composition	ML350, ML 450

ML 350/ML 450 Applied Composition
Individual instruction in techniques and experiences in music composition and arranging. Includes traditional and moderntechnological methods of composition with an emphasis on developing the student's creativity and compositional signature. Credit, 1 hour.

(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, (IE 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

Piano Ensemble
132, 232, 323, 432

Band (Marching Saints and Wind Ensemble)
ME 136, 236, 336, 436

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.

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. 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. Pre-requisite: MU 119.

MU 150W Introduction to Music Education

This course serves as an introduction to the profession of teaching music. Course topics will examine the profession from a broad perspective, while presenting issues and trends that are current. Additionally, the course will engage students in thinking and articulating effective teacher actions. Credit, 3 hours.

MU 203 Class Piano III

An intermediate level course in further preparation and training for the piano proficiency examination. Must have successfully completed Music 103 or its equivalent. Meets two hours weekly. Credit, 1 hour. 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 205H 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 208 Music Survey
A survey course designed for the music major. Presents an overview of music literature from pre-Baroque times to the Modern Era. The primary aim of the course is to expose the student to the major composers and works from the western European tradition while developing critical listening skills. Non western music will also be introduced. Meets three hours weekly. Open to all students with 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 Phonetical 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 303W Music History I
An in depth study of western art music from antiquity to about 1800. Meets three hours weekly. Credit, 3 hours.

MU 304W Music History II
An in depth study of western art music from 1800 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 representa-

tive 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, 3 hours.

MU 415 Jazz Composition and Arranging

Techniques of composing and arranging music in the jazz idiom. Areas of emphasis include small combo, large combo, and traditional big band instrumentation. Open to music majors pursuing a degree with a concentration in jazz studies. Meets three hours weekly. Credit, 3 hours.

MU 452 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 453 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
MU494 -C	Senior Recital, Clarinet
MU 494-S	Senior Recital, Saxophone
MU 495-R	Senior Recital, Trumpet
MU 495-E	Senior Recital, Euphorium
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 ME 120 with the consent of the instructor. Three 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. 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 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. 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.

ME 132, 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.

ME 136, 236, 336, 436 Band

Band is one course encompassing two separate ensembles, Marching Saints and Wind Ensemble and is offered in the Fall only. Band may be repeated for credit and requires the permission of the instructor. Credit, 1 hour.

COURSE OFFERINGS IN NURSING (PENDING SAC-COC APPROVAL)

NU 250/HS 250 Microbiology

NU250/HS 250 will focus on significant microorganisms that pertain to human welfare and their control. Emphasis will be on portals of entry and exit, modes of transmission, pathogenic mechanisms of infection and tissue damage, and environmental and therapeutic control of medically significant microorganisms and our host defenses to them. Laboratory activities will relate to isolation, culture, identification, and control of medically-important microorganisms. Pre-requisites: BI210/BI 211 or equivalent, Credit, 4 hours.

NU 300 Professional Nursing Roles

This course examines the evolution and future of professional nursing roles, nursing theories, nursing science and the nursing processes. The course also examines health care systems, the factors influencing nursing practice, interprofessional communication and collaboration, and current trends. This is a core nursing (RN BSN) requirement. Credit, 3 hours.

NU 301 Healthcare Genetics and Genomics

This course explores genes and genetic expression in humans, genomic disorders, pedigree construction, screening, diagnostics, and disease management, as well as the implications for nursing healthcare professionals. This is a core nursing (RN-BSN) requirement.
Credit, 3 hours.

NU 302 Pathophysiology for RNs

This course emphasizes the mechanisms and manifestations of disease and disorders, recognition of symptomatology and

recommended nursing and pharmacological interventions through a conceptual approach. This is a core RN-BSN course. Credit, 3 hours.

NU 305 Health Assessment and Promotion for RNs

This course focuses on the comprehensive health and physical assessments of diverse clients across the lifespan, communicating findings, and promoting health and wellness to individuals, families, and communities. This is a core RN-BSN course. Pre-requisites: Admission to the RN BSN program. Credit, 3 hours.

NU 310 Information Management in Nursing Practice

This course examines the concepts of information management, in all its forms, and use of technology in safe and effective nursing practice. This is a core RN-BSN course. Pre-requisites: Admission to the RN-BSN program. Credit: 3 hours.

NU 400 Leadership in Nursing Practice

This course focuses on principles of leadership, management, power, ethics, organizations, and change within healthcare as related to the role of professional nurses. This is a core RN BSN course. Pre-requisites: Admission to the RN-BSN program. 3 credit hours.

NU 401 Research & Evidence-Based Nursing Practice

This course explores the nursing research process and models as a basis for an understanding of research evidence as a guide to informing practice decisions. This is a core RN-BSN course. Pre requisites: Admission to the RN-BSN program. 3 credit hours.

NU 402 Health Policy and Nursing Practice

This course emphasized the role of nursing as advocates for health, the politics of healthcare, and the influence health policy has on nursing practice. It also discusses the role of government, the processes of law making,policy development, implementation, and regulation. This is a core RN-BSN course. Pre-requisites: Admission to the RN-BSN program. 3 credit hours.

NU 410 Population Health for RNs

This focus of this course is the community or population as client considering diverse individuals, families, and aggregates within the population. The emphasis is assessment of risk, health promotion, epidemiology, and population based care and management. This course includes a practicum in which the student will have the ability build on knowledge and apply community health nursing concepts. Learning experiences are individualized and guided by the selected preceptor and course faculty. This is a core RN-BSN course. This RN-BSN course includes a clinical component. Pre-requisites: Admission to the RN-BSN program. 3 credit hours.

NU 420 Quality and Patient Safety for RNs

This course explores the concepts of quality and patient safety in today's healthcare environment. This course includes a practicum in which the student will build on theoretical knowledge by applying quality and safety competencies to a workplace project. Learning experiences are individualized and guided by the selected preceptor and course faculty. Pre-requisites: Admission to the RN-BSN program. 3 credit hours.

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 interrelationships, issues, philosophies, and points of view which affect the relationship between business and society. (Same as Business Administration 310.) Credit, 3 hours.

COURSE OFFERINGS IN PHYSICAL EDUCATION

Activity Courses

The activities program is designed to provide instruction in motor skills in a variety of sport, exercise, dance, and recreational activities at the beginning and intermediate levels for the general college student. 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. 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. 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. 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.
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. 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. 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. 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. Credit, 2 hours.

PE 137 Modern Dance

An introduction to the fundamentals of modern dance technique for adult beginners. The student will gain an understanding of the basics of modern dance through floor exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Credit, 2 hours.

PE 138 Jazz Dance

This course is an introduction to the fundamentals of jazz technique for adult beginners. The student will be introduced to many different styles of jazz dance. They will also begin to explore other aspects of dance including improvisation and compositional studies. Credit, 2 hours.

PE 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. 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. 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. 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. 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. 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. Credit, 1 hour.

PE 150 Racquetball
The instruction and practice in racquetball as a lifetime activity. Emphasis will be placed on learning the fundamentals of racquetball. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. Credit, 1 hour.

PE 170 Intercollegiate Athletics
One credit hour may be earned for participation throughout a complete season in an intercollegiate sport, cheer, or dance. 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. One credit hour may be earned for participation throughout a complete season in an intercollegiate sport, cheer or dance. 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. Prerequisite: English 101 or 103. 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 CPR/AED
Students will learn emergency procedures for the care of victims of injuries and illnesses. The class includes knowledge and skills that culminates in certification via the American Red Cross, American Heart Association, or National Safety Council for First Aid and Adult/Pediatric CPR/AED. Course credit will be on a pass /fail basis. Credit, 1 hour.

PE 203 Theory and Practice of Coaching Basketball
A study of the theory and methods of coaching basketball including: fundamentals, offensive and defensive team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 208 Theory and Practice of Coaching Soccer
A study of the theory and methods of coaching soccer including: fundamentals, rules, individual and team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 209 Theory and Practice of Coaching Baseball
A study of the theory and methods of coaching baseball including: fundamentals, individual positional and team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public

relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

PE 210/210H 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 for Athletic Training students. 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. 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. 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. Credit, 2 hours.

PE 222W/222HW 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 101W and EN 102W

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. Training Majors. (Same as BI 285). Credit, 3 hours.

PE 301/PE 301H Kinesiology

The study of human movement from structural and mechanical perspectives, including the analysis of motor skills. Prerequisite: Biology 210. Credit, 3 hours.

PE 302/302H Exercise Physiology

Responses and adaptations of body systems to activity stress. Prerequisite: Biology 211. (Same as BI 309). Credit, 3 hours.

PE 303W/303HW 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, physical education 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 102W or 103HW, the completion of 60 credit hours, and the completion of 4 credit hours from the following courses: PE 203, 208, 209, 212, 213, and /or permission of the faculty sponsor. Credit, 3 hours.

PE 305 Sports Nutrition

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. Prerequisites: Biology 210 and 211. Prerequisite or co-requisite: Physical Education 301, 302, or 322. Credit, 1 hour.

PE 314/314H 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 Pro-Passing Praxis Core. 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 Core. 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 210 and 211. 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: Passing Praxis Core., 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 210. Credit, 3 hours.

PE 327 Behavioral Nutrition and Physical Activity
While this course is designed to provide accurate and evidence based information, the main focus is to assist individuals in moving through the journey of adopting and maintaining more healthful eating and physical activity behaviors that can result in improved health and quality of life. This course is designed to provide a foundation of nutritional knowledge as well as develop a pattern of healthy eating that is sustainable. This course will also include a foundation of knowledge related to physical activity and exercise. These two key lifestyle behaviors are brought together under the umbrella of calorie balance which is the understanding of how we balance caloric input and caloric expenditure. Ultimately, this information can only be of value if individuals understand how to engage in these vital behaviors within their daily lives. This course addresses these issues and provides information on effective strategies for adopting and maintaining these targets to improve health, well-being and quality of life. Prerequisite: Course Completion of 30 credit hours. 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/330HW 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. Prerequisites: English 102W or 103HW and the completion of 60 credit hours. Credit, 3 hours.

PE 333 Strength & Power Development

This is an advanced Strength & Conditioning course that deals with the proper execution, coaching, and technique correction of basic and advanced barbell training such as competitive Weightlifting (the Snatch and the Clean & Jerk) and competitive Powerlifting (the Squat, the Bench Press, and the Deadlift) along with many assistance and ancillary exercises. The course aims to give the student a practical understanding of anatomy, physiology, and kinesiology through the use biomechanically sound training regimens. Prerequisites: Open only to athletic training and strength & conditioning majors who have completed Biology 210 and 211, and Physical Education 301. Co-requisite: Physical Education 302 and/or by permission of the Program Director. Credit, 3 hours.

PE 400W/400HW 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. Prerequisites: English 102W or 103HW and the completion of 60 credit hours. 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, 326 and 333; Open only to Strength & Conditioning 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 passing Praxis Core. 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: Passing Praxis Core. Credit, 4 hours.

PE 452 Clinical Practice

This 60-day course of study in the pub-

lic 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. Prerequisites: Passing Praxis Subject Assessment 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 Subject Assessment and admission to Teacher Education Program. Corequisite: Physical Education 452. 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. **Prerequisites:** The student must have a declared Physical Education Major, approval from the faculty sponsor, and must be registered for the internship by the drop/add period of that semester. 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:** PE 303 and 410, Student must have a declared Coaching Minor, approval from the faculty sponsor, and must be registered for the internship by the drop/add period of tht semester. 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 only to Strength & Conditioning majors or by approval of the Program Coordinator. Credit, 3-6 hours.

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 Core, ED 200, 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.

PE 495 Health and Physical Education Seminar

This is a capstone course for Bachelor of Science in Physical Education/General majors. It includes a comprehensive exit examination, career preparation activities, the exploration of opportunities for advanced student, synthesis activities (including service learning) and research practices in health and physical education. Important to the field of exercise science, focusing on research methods is essential to remaining competitive in today's job market and acceptance into graduate school. Prerequisite: Senior status and a declared major in Physical Education (PEGEN). Credit, 3 hours.

NOTE: Internship will not be approved until all necessary completed forms are in the student's file. Students who attempt to begin an Internship without going through the appropriate process will receive an automatic administrative drop from the course, regardless of how many hours may have been accrued.

COURSE OFFERINGS IN PHYSICS

PH 110 Introduction to Physics

An introduction to Physics for students in fields other than science. Topics include the nature of physics as a human activity, some of the basic concepts of physics, and the historical and philosophical development of physics. No previous experience in physics is expected, and there are no mathematical prerequisites, although some basic algebraic and trigonometric skills are needed. Three hours of lecture each week. (Offered as needed.) Credit, 3 hours.

PH 201, 202H 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.) 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 101/101H 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 101/101H Introduction to Psychology

A survey of the major areas of psychological study. Scientific psychology, psychophysiological processes, sociocultural determinants of behavior, personality development, and psychopathology. Material Fee. Credit, 3 hours.

PS 105/105H: 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. Material Fee. 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.) 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 204/204H 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. Material Fee. Credit, 3 hours.

PS 208 Career Counseling

This course will provide students with an overview of the major approaches to conceptualizing career development and intervening with clients who present with vocational issues. In addition, a variety of specific issues, including career counseling with diverse populations, traditional and non-traditional career assessment techniques will be addressed. 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 300 Social Work Intervention: Individuals, Families, and Small Groups

Focus of this first intervention course is the nature of helping and the helping relationship. Beginning skills in interviewing, establishing professional relationships, communication skills, recording skills, and problem solving are studied within a strength- based systems approach. Use of assessment skills that include knowledge regarding the use of genograms and ecograms in family assessment and treatment are taught. Special attention is given to generalist social work practice with special populations and diverse family groups. Does not require license. Prerequisites: SW 101, PS 101. Credit, 3 hours.

PS 301/301H 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 303/303H 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. Material Fee. 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. Prerequisite: Psychology 101 or Psychology 204. (Same as Education 307.) 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. Prerequisite: Psychology 101 and Mathematics / Psychology 200. Credit, 3 hours.

PS 310 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. Material Fee. 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 6 credits in Psychology courses. Credit, 3 hours.

PS 319 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. Prerequisite: Management 300 (Same as Management 323.) Credit, 3 hours.

PS 390 Directed Study in Psychology
Directed Study in Psychology is an opportunity for students to work closely with a faculty member on faculty-initiated projects. Instructors are expected to provide the topic, outline, procedures involved, develop course and assessment expectations, and supervise student progress. All students must produce a final paper as a part of the assessment expectations. Students are expected to complete assigned tasks with a high degree of independence. The course may be taken up to two times. Prerequisite: Approval of the supervising instructor and department chair. 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. Material Fee. Credit, 3 hours.

PS 452 Contemporary and Historical 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 318W Credit, 3 hours.

PS 460 Special Topics in Psychology
An exploration into a relevant, current, and/or applicable topic in the field of psychology. Students are expected to learn about an issue predetermined by the instructor in depth through readings, research projects, and/or field experiences. Students are expected to conduct extensive out of class research and writing activities. This course may be repeated with different topics up to three times. Prerequisites: Junior or Senior standing; Psychology major or minor; and 9 hours of Psychology; or permission of the instructor. 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 3.00, permission of the psychology department, and a minimum of 18 credit hours in Psychology and PS 318W. Credit, 3 hours.

PS 490 Independant Research in Psychology
Independent Research in Psychology is an opportunity for advanced students to work closely with a faculty member to conduct research on a specific topic or develop an original study. Students are

required to work with a faculty supervisor to determine the parameters and have a research proposal before enrolling. All projects must inclue a final paper and presentation as a part of the assessment expectations. Students should be able to work with a high degree of independence. This course may be taken up to two times. Prerequisite: Approval of supervising insturctor and department chair. 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.

RE 202 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: EN 102W with a grade of "C" or better or EN 103HW 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/RE 222H 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 303 Hebrews and the General Epistles

This courses covers the NT book of Hebrews as well as those books referred to as the General Epistles (James, 1,2 Peter, 1, 2, 3 John, and Jude). 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 101W, 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. 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).

SC 201/201H 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 espe-

cially intended for non-majors of science. In addition, the various philosophies and techniques that comprise the methodology of science will be explored, along with a brief look at the history of each subfield of science discussed. Credit, 3 hours.

COURSE OFFERINGS IN SOCIOLOGY

SO 201 Introduction to Sociology
An examination of social structures and processes; emphasis is placed upon American social institutions, particularly in terms of their functions and dysfunctions in society. Credit, 3 hours.

SO 201H Introduction to Sociology
In addition to course material studied in the regular introductory course, honors students will read extensively in current sociological literature. A seminar format will be used. Credit, 3 hours.

SO 202 Contemporary Social Problems
A study of selected social problems affecting contemporary American life. Problems such as crime, poverty, unemployment, health care, environmental pollution, urban areas, and discrimination are examined. Credit, 3 hour.

COURSE OFFERINGS IN SPANISH

SP 101/101H 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 SP 101 with additional attention to Hispanic culture. Prerequisite: SP 101, 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. 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. Credit, 3 hours.

SP 202 Intermediate Spanish II
A continuation of SP 201 designed to develop linguistic proficiency and conversational competence in Spanish through reading, writing, listening, and speaking assignments utilizing Spanish literary works, newspapers, video productions, and television broadcasts. Prerequisite: SP 201 or permission of the instructor. Credit, 3 hours.

COURSE OFFERINGS IN SOCIAL WORK

SW 101/101 H Introduction to the Helping Professions
This course will introduce the students to the various helping professions. The student will explore the expectations of the generalist social worker by comparing and contrasting other helping profession disciplines. A focus will be placed on

professionalism, communication, documentation and ethics. Credit, 3 hours.

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 204/204 H 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. Credit, 3 hours.

SW 206/206H 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 values needed for the effective social work practice when serving older adults and their families. The course concentrates on the bio-psycho-social-spiritual change as it occurs in the aging process. Additional thematic units will include diversity, substance abuse, neglect, and advanced directives. Credit 3, hours.

SW 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. Credit, 3 hours.

SW 209/209/H 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 210 Interpersonal Violence

This course explores the social, character, and societal causes of interpersonal violence. Special consideration is given to partner abuse as well as child abuse. Prevention, treatment methods, and social policy questions are the core of the course. 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 102W or EN 103HW. Credit, 3 hours.

SW 301 Social Work Intervention: Individuals, Families, and Small Groups

Focus of this first intervention course is the nature of helping and the helping relationship. Beginning skills in interviewing, establishing professional relationships, communication skills, recording skills, and problem solving are studied within a strength- based systems approach. Use of assessment skills that include knowledge regarding the use of genograms and ecograms in family assessment and treatment are taught. Special attention is given to generalist social work practice with special populations and diverse family groups. Enrollment is restricted to Social Work majors. : Prerequisites: SW 001, SW 203, 204, 205 and 208 or the approval of the Director of the Social Program. 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: SW 001, SW 203, 204, 205 and 208 or the approval of the Director of the Social Program. 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: SW 001, SW 203, 204, 205 and 208 or the approval of the Director of the Social Program. 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 30 hours per week (for a minimum 400 clock hours) as a social work intern at a social service agency under the supervision of a social worker who meets CSWE qualifications.

Field is conducted every semester. Spring Field runs from January through April (Terms 1-2). Fall Field runs from Late August through early December (Terms 5-6).

Requirements: Completion of all general education and social work major required courses, or permission of the field director. Lab Fee. Credit, 6 hours each.

Note: The Field Application is available online and should be completed 3 months prior to the field start date. The BSW program's deadline for submitting the Field Application is 30 days prior to the field start date (however, this date may be too late for many field agencies to be able to accept students, therefore we encourage students to have the application submitted 3 months prior to the start date). Any student who is unable to submit a completed application (including an Agency Affiliation Agreement that has been signed by all 3 involved parties) prior to the deadline will have to wait until the next cycle of field.

For complete information about the field application process:

http://limestonecollege.formstack.com/forms/fac

COURSE OFFERINGS IN THEATRE ARTS

TH 101 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. Prerequisite: English 102W or 103HW. (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 103W History of Theatre

A study in theatre history looks at the interrelationship of theatre and society, focusing on dramatic literature and original documents as "artifacts" within a given culture. An exploration of theatre history seeks to establish a cultural context for periods of drama, using art, music, and social historical data to clarify the artistic modes of thought in various periods of time. Credit 3 hours.

TH 110 Fundamentals of Play Production

An introductory course in theatre, beginning with play selection and ending with an artistically successful production. A clear and concise study of each requisite skill in between -- acting, scenery, lighting, makeup, costuming, sound, auditioning, and theatre business -- takes students behind the scenes of a play and introduces them to each production element. The course stresses teamwork and focuses on the way each part of play production fits into the whole. Credit, 3 hours.

TH 111, 114, 115 Experiential Theatre

TH 111- Student serving as performer in season production.

TH 114- Student serving as running crew (for single production), pre-production crew (semester long assignment), assistant design (for single production) or serving as Assistant Stage Manager (for single production). Running crew positions include: Light Board Operator, Sound Board Operator, scenery run crew, props run crew, or costume run crew. Pre-Production Crew positions include: Scenery construction. Electrician, Costume constriction, or Props Master (also serve as props running crew). Assistant designer must assist faculty designers only.

TH 115- Students serving as Production Stage Manager, Designer or Dramaturge for single production. (TH 111, 114, 115 may be repeated for 6 credit hours.) Credit, 1 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 125 Fundamentals of Theatrical Design

An introduction to theatrical design concentrating on the creative process in developing the design of the set, lighting, costumes as well as the presentation of the design ideas. This course examines the role of the designer and how the design supports the ideas of a play in a visual way. It will emphasize basic strategies for visual problem solving and techniques for preparing comprehensive designs. 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 rehearsal games and techniques. Based on the teachings of Viola Spolin and others, this class allows the performer to fully engage their creative process without censorship. The course aims to release the creative impulse by creating a safe environment free from judgement. Students will learn such skills as endowment (lending emotional and/or physical attributes to objects), emotional recall, and physical control and exploration. Credit 3 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 220 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. Prerequisites: TH 125 or TH 110. Credit, 3 hours.

TH 222 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. Pre-requisites: TH 125 or TH 110. Credit, 3 hours.

TH 225 Fundamentals of Scenic Design
Emphasizes the art of scene design through the study and process of creating sets. Includes the design process from script analysis and research to presentation of final design ideas. By the end of the semester students should have a clear understanding of the basic principles of scenic design, script analysis, history, drafting, research, model making, and drawing & rendering. Students will also have a basic knowledge of scenic construction and elements of design. Prerequisite: TH 110 or TH 125. Credit, 3hours.

TH 302/302H 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 307 Directing
This course will allow students to learn the art and craft of directing. Students will read and analyze plays, develop important practical and analytical skills, and finally direct a ten-minute play. Prerequisites: Theatre 102 or permission of the instructor. Credit, 3 hours.

TH 308 Playwriting
This course will familiarize the students with the most recent and admirable writing occurring in the contemporary theatre; it will allow the students to contextualize these works into their own artistic experience; and ultimately provide students with the skills needed to create their own plays. The course is designed for the novice playwright, but because the course is primarily a writing workshop, it is suitable for the more advanced writer. Credit, 3 hours.

TH 309 Advanced Theatrical 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 125 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: TH 102 and MU 119, TH 303 or by instructor permission. Credit, 3 hours.

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 minutes). An exhaustive written analysis of their current project as well as their growth will also be required. Credit, 3 hours.

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 Credit, 3 hours.

TH 325 Theatre Digital Design and CAD

Fundamental principles and application of 3-D digital design. Students will be working with Vectorworks (CAD), Photoshop and Tablet rendering. This course teaches methods of approaching, developing, communicating, and completing digital designs of sets, costumes and interiors. Prerequisite: TH 110 orTH 125. Credit 3 hours

TH 330 Sustainability in the Arts

This course exams the "Triple Bottom Line" in relation to production of the arts. It will focus on environmentally sustainable options for the design and execution of events and exhibitions through the lens of Theatre. We will examine the role of the designer, artist, performer, manager and administrative staff in creating environmentally sustainable events, emphasizing basic strategies for visual problem solving, and techniques for preparing comprehensive and ecologically friendly. Pre-requisites: TH 101 or TH 110 or TH 125 or permission from the instructor. Credit, 3 hours

TH 401W History of Theatrical Performance

The detailed exploration of theatre history through the lens of Dramaturgy. The course focuses on Script Analysis, Dramatic Theory, historical context of theatre movements and Dramatic Criticism. 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.

FACULTY, STAFF AND ADMINISTRATION

FACULTY

Tonya Keller Adair (2014) .....Business Management Preceptor I
B.S., Limestone College; M.B.A., Gardner-Webb University.

Brian F. Ameling (2002) .....Assistant Professor of Computer Science
Chair, Division of Natural and Health Sciences (2016-2020)
Chair, Computer Science and Information Technology
B.S., M.S., Bowling Green State University.

Megan Anderson (2013).....Instructor of English and Interdisciplinary Studies
Chair, Department of Interdisiplinary Studies
B.A., Randolph-Macon Woman's College; M.A., Gardner-Webb University.

Justin P. Bailey (2011) ..... Professor of Psychology
Chair, Department of Psychology
B.A., Pennsylvania State University; M.A., Truman State University;
Ph.D., Pennsylvania State University.

Lauren L. Barker-Coutsos (2013).....Biology Preceptor I
B.S., Limestone College; M.S., Clemson University.

Janet L. H. Bartholow (2018) .....Assistant Professor of Business Management Finance
B.B.A., Ohio University; M.B.A., Malone College; Ph.D., Kent 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.

Adam N. Blalock (2013).....Instructor of Physical Education/
Strength and Conditioning
B.S., Murray State University; M.S., A.T. Still University.

Vanessa R. Boatright (2000) ....Social Work Preceptor I
B.S., Morris College; M.S.W., University of South Carolina.

William D. Boyce (2018)...Assistant Professor of Business Administration/Marketing
B.S., Central Connecticut State University;
M.B.A., Henley Management College; Ph.D., Aston University.

FACULTY, STAFF, AND ADMINISTRATION

Teresa C. Bratt (2017)..... Business Marketing Preceptor I
B.S., B.A., Limestone College; M.S., Golden Gate University, California.

Patrick K. Carney (2014).....Associate Professor of Music Education
Director of Instrumental Music
B.A., M.M., Ph.D., Florida State University; M.S., Syracuse University.

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) ..... Professor of Physical Education
Chair, Department of Education
B.S., Western Illinois University; M.S., Utah State University;
Ed.D., University of Georgia.

Theresa Coates (2012) .....Associate Professor of Business Administration
B.A., Webster University; M.B.A., University of Minnesota;
Ph.D., Rensselaer Polytechnic Institute.

Andrew K. Cook (2006) .....Professor of Business Administration
B.S., West Virginia Institute of Technology; M.B.A., Gardner-Webb University;
D.B.A., Argosy University.

Chelsea M. Corbett (2017).....Interdisciplinary Studies Preceptor I
B.A., Columbia College, M. Ed., University of South Carolina.

Stefanie L. Corbett (2016) .....Assistant Professor of Healthcare Administration
Chair, Department of Human Resource Management and
Health Care Administration
B.A., University of North Carolina, Chapel Hill;
M.H.A., University of South Carolina;
D.H.A., Medical University of South Carolina.

Terrance L. Cusaac (2007).....Business Administration Preceptor I (Columbia)
B.S., Benedict College; M.A., Troy State University; Ph.D., Capella University.

Justin C. Davis (2017).....Assistant Professor
Information Literacy Librarian
B.A., Wofford College; M.A., M.L.I.S., University of South Carolina.

Ronald Dickerson (2011).....Associate Professor of Social Work (Charleston)
B.A., Limestone College; M.S.W. University of South Carolina;
Ph.D., Capella University.

Svetlana Drachova (2012)..... Assistant Professor of Computer Science
B.S., Zaporozhye State University; M.A., M.S., Ph.D., Clemson University.

Melissa Renee Dyer (2017) .....Business Finance Preceptor I
B.A., Gardner-Webb University; M.B.A., East Carolina University.

Stephen H. Fast (2009) ..... 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
Chair, Physical Education Department
B.S., Winthrop University; M.S., University of North Carolina, Greensboro.

Carolyn A. Ford (2003).....Professor of Art
Chair, Department of Art
B.F.A., Middle Tennessee State University; M.F.A.,Washington State University.

S. Gary French (2002)..... English and Communications Preceptor I
B.A., M.A., University of South Carolina.

Vanessa B. Fulbright (2002).....Assistant Professor of Physical Education
and Athletic Training
Director of Athletic Training Program
Chair, Department of Athletic Training, Nursing and Health Sciences
B.S., Mars Hill College; M.A., Gardner-Webb University.

Karen W. Gainey (1994).....Provost, Montague McMillan Professor of English,
B.A., Clemson University; M.A., California State Polytechnic University;
Ph.D., University of Tulsa.

Lisa S. Glenn (2015).....Social Work Preceptor I (Greenville)
Assistant Field Director
B.S., Limestone College; M.S.W., University of South Carolina.

Yan Gong (2008).....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)
B.A., Virginia Union University; M.S.W., University of South Carolina.

Katherine "Dale" Guffey (2018) .....Associate Professor of Business Law
B.A., Hollins College; M.Ed., University of North Carolina, Greensboro;
J.D., Wake Forest University.

Donna S. Gwaltney (2014) .....Human Resource Preceptor II
B.A., Midamerica Nazarene University; M.S., Barry University;
Ph.D., Eastern University.

Jimmie E. Hale (2016).....Assistant Professor of Mathematics Education
B.S., James Madison University; M. A., Appalachian State University;
Ed.D., North Carolina State University.

FACULTY, STAFF, AND ADMINISTRATION

Timothy S. Hanshaw (2003).....Professor of Social Work
Associate Director of Field Placement (Upstate)
B.A., Marshall University; M.S.W., Radford University.

Michael T. Harris (2018).....Assistant Professor of Biology
B.A., B.S., Presbyterian College; Ph.D., Clemson 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.

Henry P. Hiott (1998).....Associate Professor of Social Work
Director of the Social Work Program
B.S., College of Charleston; M.S.W., University of South Carolina.

Brian D. Holcomb (2015).....Assistant Professor of English
B.A., College of William and Mary;
M.A., University of North Carolina at Charlotte; Ph.D., Michigan State University

Robert A. Honeman (2003).....Professor of English
B.S., Frostburg State University; M.A., Salisbury State University;
Ph.D., Indiana University of Pennsylvania.

Patricia A. Hoskins (2010).....Associate Professor of History/College Historian
Chair, Department of Historical and Cultural Studies
B.A., M.A., Eastern Kentucky University; Ph.D., Auburn University.

Mary Beth Hyatt (2011).....Associate Professor of Social Work
Assistant Field Director
B.S., Limestone College; M.S.W., University of South Carolina.

Kevin Ihetu (2014)..... Associate Professor of Accounting
B.A., Texas State University; M.A. University of Alabama, Birmingham;
Ph.D., University of Phoenix.

Lizah Ismail (2011)..... Associate Professor, Director of the Library
B.A., Indiana University; M.A., University of Pennsylvania;
M.S.L.I.S, University of Illinois.

Kelly M. Jones (2016).....Assistant Professor of Psychology
B.A., Messiah College; M.A., University of North Dakota;
Ph.D., University of North Dakota.

Keith J. Keppley (2012)..... Associate Professor of Business Administration
B.A., Pennsylvania State University; M.A., Duquesne University;
Ph.D., Eastern University.

John M. Knipe (2017) .....English and Spanish Preceptor I
Faculty Liaison for International Students
B.A., Bob Jones University; M.ED., Covenant College;
M.A., Middlebury College; Ph.D, George Mason University.

Austin "Chuck" Kuhn (1999).....Professor of Social Work
B.A., Salem College; M.S.W., West Virginia University;
Ph.D., University of South Carolina.

Paul R. LeFrancois (1985) ..... Professor of Economics;
Chair, Division of Business and Professional Studies (2017-2021)
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.

Suzanne E. Lindley (2001) .....Professor of Biology and Health Sciences
B.S., M.S., Ph.D., University of Alabama, Birmingham.

Ellen Long (2014) .....English Preceptor I
B.A., Limestone College; M.A., University of North Carolina, Charlotte.

Tamara McGovern (2009)..... Associate Professor of Biology
B.A., University of Virginia; M.S., University of Houston;
Ph.D., Florida State University.

Shelly Meyers (2005).....Professor of Elementary Education
Director of Teacher Education
Director, Center for Teaching and Learning
B.S., Missouri Valley College; M.S., Walden University;
Ed.D., Gardner-Webb University.

Randy D. Nichols (2011).....Associate Professor of Professional Communication
B.A., Southeastern University; M.A., Rutgers University; Ph.D., Clemson University.

Jaime W. Orejan (2018).....Associate Professor of Sport Management
Chair, Department of Sport Management
B.A., M.S., Ph.D., University of Southern Mississippi.

James M. Prevost (2018).....Assistant Professor of Athletic Training.
B.S., Limestone College; M.A., Gardner Webb University;
Ed.D., University of Phoenix.

Deitra C. Payne (2010) .....Associate Professor of Human Resource Management
B.A., University of the District of Columbia, M.A., Bowie State University;
Ph.D., Capella University.

Michelle C. Phillips-Meek (2013).....Assistant Professor of Psychology
B.A., The College of New Jersey; M.A., Ph.D., University of South Carolina.

FACULTY, STAFF, AND ADMINISTRATION

Gena E. Poovey (1993).....Professor of Choral/Vocal Music Education
Chair, Division of Arts and Humanities (2017-2021);
Chair, Department of Music;Director of Choral Activities.
B.A., Pfeiffer College; M.M., Southern Methodist University;
D.M.A., University of South Carolina.

Jackie A. Puckett (2000) .....Associate Professor of Social Work
Associate Dean/Director of the Social Work Development Program
B.S., Clinch Valley College; M.S.W., University of Tennessee.

Erin M. Pushman (2001)..... .....Professor of English
Director, Writing Center/OWL
B.A., Michigan State University; M.A., University of North Carolina, Charlotte,
M.F.A., Queens University.

Dawn R. Ranns (2003).....Assistant Professor of Physical Education and
Athletic Training,.Clinical Education Coordinator
B.S., 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
Dean of Faculty
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 Communication
B.A., M.A., University of South Carolina;
Ph.D., University of Southern Mississippi.

Jonathan D. Sarnoff (2003).....Professor of History
B.S., State University of New York at Purchase; M.A., Lehigh University;
Ph.D., University of Southern Mississippi.

Virginia Scates (2018).....Assistant Professor of Elementary Education
B.S., Lander University; M.Ed., Converse College;
D.Ed. Gardner Webb University.

Eric C. Schaefer (2017) .....English Preceptor I
B.A., University of Illinois at Urbana; M.B.A., Western Illinois University
Th.M., Dallas Theological Seminary; M.A., Ph.D., Baylor University.

Michael M. Scharff (2006).....Professor of Business Administration/Management;
Chair, Department of Management, Marketing and Legal Studies
B.A., B.S., Citadel; M.B.A., Syracuse University; D.M., University of Phoenix.

Brett Schenning (2016).....Art Preceptor I
B.F.A., University of Wisconsin, Oshkosh;
M.F.A., Savannah College of Art and Design.

Vandy Scoates (2016).....Assistant Professor of Theatre
B.A., California State University; M.A., Villanova University;
M.F.A., University of North Carolina, Greensboro.

Luciana Singleton (2013).....Mathematics Preceptor I
Director of the Mathematics Lab
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.

Jennie J. Sweo (2017).....Assistant Professor of Studio Art/GraphicDesign
B.A., California State University; Northridge;
M.F.A., University of North Texas;
Ph.D., Victoria University of Wellington, New Zealand.

Carole R. Taylor (2005) ..... History and Political Science Preceptor I
B.A., Limestone College; M.A.T., Winthrop University.

Shannon L. Terrell (2017).....Economics Preceptor I
B.A., Marygrove College; M.A., Ph.D., Notre Dame.

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 II
Online Program
B.S., East Carolina University; M.C.J., M.Ed., University of South Carolina.

Karl J. Trybus (2012) ..... Associate Professor of History
B.A., Connecticut College; M.A., Ph.D., University of Connecticut.

Gerald R. Turner (1998)..... Business Administration Preceptor II (Charleston)
B.A., University of LaVerne; B.S., University of Maryland;
M.A., Pepperdine University.

Oscar Vazquez-Melendez (1998).....Associate Professor of Computer Science
Online Program
B.A., Cameron University; M.P.A., Troy State University;
Ed.D., Nova Southeastern University.

Janet S. Ward (1999).....Associate Professor
Web Services Librarian, Assistant Director of the Library.
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.

FACULTY, STAFF, AND ADMINISTRATION

Jane G. Watkins (2005) ..... Professor of Computer Science
B.S., Limestone College; M.A.T., Winthrop College;
M.S., Ph.D., Clemson University.

Teresa E. White (2016).....Assistant Professor of Early Childhood Education
B.A., M.Ed.., Converse College; Ed.D., Northcentral University.

Marion C. Wicht, Jr. (1989) .....Professor of Biology
B.S., North Georgia College; M.S., Clemson University;
Ph.D., The Pennsylvania State University.

Amber P. Williams (2018).....Associate Professor of Nursing
Director of Nursing
B.S., B.S.N., M.S.N., D.N.P., A.P.R.N F.N.P.-BC,
M.N.N.,University of South Carolina.

Angela R. Williams (2013) .....Instructor of Accounting
Chair, Department of Accounting, Economics and Finance
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 Education and Behavioral Sciences (2015-2019)
Chair, Department of Criminal Justice
B.S., M.A., Ph.D., Sam Houston State University.

Bonnie M. Wright (2008)..... Professor of Psychology
Dean of Accreditation and Institutional Data
B.S., North Georgia College; M.S., Ph.D., University of Georgia.

Kevin E. Yocum (2018).....Biology Preceptor I
B.S., Rockford University; M.S., New York Chiropractic College.

Meredith Hamilton Zavala (2014) .....Social Work Preceptor I (Gaffney)
B.A., Limestone College; M.S.W., University of South Carolina.

The College also employs adjunct faculty to teach courses at various times.

EMERITI FACULTY AND SENIOR ADMINISTRATIVE OFFICERS

James L. Adams, Jr.(1990-2012).....Assistant Professor Emeritus of Computer Science
B.S., Clemson University; M.B.A., Harvard University.

William H. Baker (1997-2015).....Vice President Emeritus for Institutional Advancement
A.B., Lincoln Memorial University; M.A., Tennessee Technological University;
Ed.D., The University of Tennessee.

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.

Charles J. Cunning (1995-2016).....Professor Emeritus of Psychology
Provost Emeritus
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of Iowa.

Archie D. Fowler (1989-2014).....Associate Professor Emeritus of Education
B.S., M.A., Appalachian State University; Ed.S., University of South Carolina.

Walt Griffin (1992-2018) ..... President Emeritus
B.A., Loyola College; M.A., Ph.D., University of Cincinnati.

Mary Beth Harllee (1997-2014).....Associate Professor Emerita of Social Work
B.A., Catawba College; M.Ed., University of North Carolina, Charlotte;
M.S.W., University of South Carolina.

Carolyn Hayward (1994-2010) ..... Associate Professor Emerita of Library Science
B.A., University of Florida; M.A.L.S., University of South Florida.

Anne M. Lockwood (1999-2015). .....Professor Emerita of English
B.A., Oberlin College; M.A., Duke University;
Ph.D., University of North Carolina, Greensboro.

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.

David S. Rilling (1986-2016)).....Vice President Emeritus for Financial Affairs
B.A., St. Mary's University; M.B.A., Drury University.

Barbara Rogers (2006-2017).Associate Professor Emerita of Business Administration
B.A., M.B.A., The Defiance College; Ph.D., Capella University.

Joginder S. Sandhu (1966-1997).....Professor Emeritus of English
B.A., B.T., Punjab University, India; M.A. University of Delhi, India;
Ed.S., Ph.D., George Peabody College for Teachers.

Sara D. Setzer (1969-1999).....Professor Emerita of Art
B.A. Murray State University; M.F.A., Miami University.

Albert F. Spencer (2000-2018).....Professor Emeritus of Physical Education
B.S., Slippery Rock State College; M.S., M.S.L.S., Clarion University;
Ph.D., Florida State University.

R. Gabriel Stoeppler (1992-2013).....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.

FACULTY, STAFF, AND ADMINISTRATION

Ann Wyatt (1987-2018).....Professor Emerita of Education
B.A., University of North Carolina, Greensboro; M.A., University of Tennessee; M.Ed., Clemson University; Ph.D., University of Georgia.

ADMINISTRATION AND STAFF

Andrea L. Allison (2013).....Director of Accessibility and PALS
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.

Charlie K. Altman (2017).....Director of the Evening Program (Greenville)
B.S., Francis Marion University; M. A., Furman University.

Kelsey A. Ashford (2017).....Student Services Coordinator (Columbia)
B.A., University of South Carolina, Columbia;
B.A., Boston University Metropolitan College.

Kara H. Babcock (2013) ....Online Enrollment Coordinator
Online and Evening Admissions/Blackboard Trainer
B.S., University of South Carolina, Upstate; M. A., Converse College.

Morna P. Bailey (1972-87, 1990)..... Bookkeeper

Teresa L. Baker (2016).....Administrative Assistant, Office of the Registrar
B.S., Limestone College.

Kristopher C. Barnhill (2005).....Associate Vice President for Communications and Marketing/ Director of Creative Services
B.S., Clemson University.

Susan Baxter-Ferguson (2012).....Coordinator of PALS and Accessibility
B.A., Dakota Wesleyan University.

Ardejah C. Beard (2016).....Assistant Athletic Trainer
B.S., Gardner -Webb University.

Thad P. Beason (2016) .....Assistant Equipment Manager

Kristen Beddingfield (2018).....Enrollment Coordinator, MBA Program
B.S., University of South Carolina, Upstate.

Debra H. Beheler (2005).....Assistant Director of Financial Aid

Steve Benson (2017).....Head Men's Volleyball Coach
B.S., North Park University; M.Ed., Troy State University.

Scott D. Berry (1994).....Webcasting, Athletics
B.A., Albion College; Ph.D., University of Tennessee.

Jessica H. Blanton (2007) .....Database Administrator
Information Technology
B.S., Limestone College.

Derek Blevins (2017).....Assistant Men's and Women's Track Coach
B.S., The Ohio State University; M.A.A., Southwest Baptist University.

Erin D. Blind (2016).....Assistant Strength and Conditioning Coach
B.A., M.A., University of Northern Iowa.

Dennis L. Bloomer (1981) ..... Senior Associate Athletics
Director for Compliance
B.S., Limestone College.

Leia Bowman (2017).....Student Services Coordinator (Aiken)
B.S., Kaplan University.

Hannah Brewer (2014-2015, 2015).....Financial Aid Counselor
B.S., Limestone College.

Rebecca P. Brown (2014).....Nurse Practitioner, Student Services
R.N., Presbyterian Hospital, Charlotte;
P.N.P., University of South Carolina, Clemson University;
B.S., Limestone College.

Cody S. Brown (2016).....Student Accounts Coordinator

Michelle H. Bull (2017).....Student Services Coordinaor (Columbia)
B.A., Randolph-Macon Woman's College.

Derek Burnett (2017).....Assistant Football Coach/Secondary Positions
B.S., Kentucky Christian University.

Susan M. Butler (2017).....Marketing Representative (Lowcountry)
Corporate and Education Partnership
B.A., Grove City College; M.B.A., Robert Morris University.

Marena Camby (2018).....Staff Writer/Academic Information and
Marketing Assistant

Mary B. Campbell (2006) .....Director of College Counseling Center
B.A., Virginia Intermont College; M.Ed., University of North Carolina.

Colleen Cannon (2012) ..... Assistant Director for Compliance
Senior Women's Administrator
B.A., University of South Florida; M.B.A., Nova Southeastern University.

Rhonda O. Carelock (2004). .....Student Accounts Coordinator, VA Billing
B.S., Limestone College.

Alex Carroll (2016) .....Enrollment Coordinator, Online Program

FACULTY, STAFF, AND ADMINISTRATION

Michael H. Cerino (1989-2000, 2006).....Vice President for Intercollegiate Athletics
B.S., Pfeiffer University; M.A., Gardner-Webb University.

Jamal Chavous (2016).....Resident Director, Student Services
B.A., Limestone College.

Justin Cheek (2005) ..... Assistant Athletic Trainer
B.S., Limestone College.

Jeremy "J.B." Clarke (2010) .....Head Men's Lacrosse Coach
B.A., Southern Connecticut State University;
M.S., California University of Pennsylvania.

L. Renee H. Clyburn (2000) .....Special Assistant to the Provost
B.S., South Carolina State University.

Heidi M. Cobb (2012).....Manager of Telecommunications
B.S. Limestone College

Kevin Cobb (2012) ....Website Designer/Developer
B.S., Limestone College.

Donna Cody (2008).....Administrative Assistant, Dean of Faculty

Janie L. Corry (2016).....Advancement Services Coordinator
Institutional Advancement
B.S. Marylhurst University.

Kaelyn Cowan (2018) .....Head Acrobatics and Tumbling Coach
B.A., Baylor University.

Shannon B. Creighton (2016).....Director, MBA Program
B.S., M.A., Appalachian State University; D.B.A., Walden University.

Kelly F. Curtis (1996) ..... Vice President for Institutional Advancement
Director of the Capital Campaign
B.S., Limestone College.

Andrea Davis (2018).....Director of Advancement Services
B.S., University of South Carolina, Upstate;
MBA, Southern Wesleyan University.

Justin C. Davis (2017).....Information Literacy Librarian
B.A., Wofford College; M.A., M.L.I.S., University of South Carolina.

Lawrence "Wayde" Dawson (2009)..... Vice President for Financial Affairs
B.S., University of Texas/San Antonio; C.P.A., C.M.A., C.F.E;
M.Acc., Gardner-Webb University.

Julia Deal (2015).....Counselor
B.A., M.Ed., Winthrop University.

Melissa DeVore (2006) ..... Assistant Women's Basketball Coach
B.S., Limestone College.

Alex Dimare (2018).....Interim Director, Sodexo

Hannah Dixon (2018).....Student Services Coordinator (Florence)
B.A., Limestone College.

James Dorman (1992).....Mail Center

Lori S. Downey (2005).....Instructional Support Coordinator
Online and EveningProgram
B.S., University of South Carolina, Upstate.

Joseph Earp (2017).....Director of Athletic Bands/Recruitment
B.A., University of North Carolina, Charlotte.

Aaron Ellis (2014) .....Assistant Athletic Trainer
B.S., Bowling Green State University; M.S., Adams State University.

Sigourney Ellis (2016) .....Student Success Coach
Office of Student Success and Retention
B.S., University of South Carolina, Upstate.

Jeriesha L. Epps (2018).....Marketing Representative (Midstate)
Corporate and Educational Partnership
B.A., Limestone College.

J. Jordan Falls (2017) .....Coordinator of Athletic Development
B.A., Campbell University.

Alan P. Ferguson (2013) .....Head Men's and Women's Tennis Coach
B.S., University of South Carolina, Upstate.

Chloe Flournoy (2018).....User Service Manager, Library
B.A., Gardner-Webb University

David Flynn (2017).....Human Recources Director
B.S., Limestone College.

Teresa Fort (2018).....Interim Chief Information Officer
B.A., Missouri State University; M.B.A., William Woods 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.

Jessica Franklin (2017) .....Assistant Field Hockey Coach
B.S., Utica College.

Jocelyn K. Frink (2016).....Resident Director, Student Services
B.A., University of North Carolina at Pembroke.

Fabian A. Fuentes (2009).....Coordinator for Football Sponsorships

FACULTY, STAFF, AND ADMINISTRATION

Vi'Dual C. Futch (2017) .....Recruiter, Evening Program
B.A. Benedict College

Karen W. Gainey (1994) ..... Provost
B.A., Clemson University; M.A., California State Polytechnic University, Ph.D., University of Tulsa.

Ashley N. Gatto (2014).....Head Dance Team Coach/ Assistant Cheerleading Coach.
B.A., North Carolina State University.

Jessica D. Goins (2001) .....Director of Residential Life and Housing
B.A., Limestone College.

Sandra B. Green (1995) ..... College Nurse
A.D.N., University of South Carolina, Upstate.

Robert T. Greer (2006).....Director of Financial Aid
B.A., Limestone College.

Carol H. Griffin (2010)...Associate Registrar for Academic Articulation and Advising
B.S., Limestone College; M.S., Webster University.

Sally T. Griffith (2010).....Manager, Mail Center

Brandi P. Hartman (1996) .....Executive Assistant to the President
B.S., Limestone College; M.B.A., Gardner-Webb University.

Joseph M. Hartzog (2001)..... Computer Service Technician Grade III
B.S., University of South Carolina, Upstate; M.S., Boston University.

Amanda Hayes (2018) .....Assistant Softball Coach
B.S., Limestone College.

Buffie M. Hayes (1998) .....Administrative Assistant, Office of the Registrar
A.A., Limestone College.

Matthew Hayes (2002-2008, 2009).....Coordinator of Athletics Facilities and Operations

B.S., Mars Hill College.

Harry H. "Chip" Hill, Jr. (1985).....Manager of Fullerton Auditorium
B.M., Georgia State University; M.M., University of Michigan; D.M.A., University of South Carolina.

Rachell Hill (2018).....Coordinator of Academic Success
B.A., Winthrop University; M.A., University of North Carolina, Charlotte.

Henry P. Hiott (1998)..... Director of the Social Work Program
B.S., College of Charleston; M.S.W., University of South Carolina.

Lisa Hobbs (2011).....Office Manager, Day Campus
A.A., Limestone College.

Samuel Holmes (2014).....Head Women's Soccer Coach
B.A., Flagler College; M.B.A., Minot State University.

Tony A. Horne (2008).....Financial Aid Counselor (Columbia)

Mary A. Hudson (2012).....Office Manager, MBA Program
B.S., Limestone College; M.B.A., Limestone College.

Pennie D. Hughes (2003)..... Registrar; Director of Academic Advising
B.A., Limestone College; M.A., Webster University.

Cindy S. Humphries (2006).....Associate Director of Student Accounts
A.A., Limestone College.

Anthony "Tony" Ierulli (2018).....Head Football Coach
B.A., Maryville College; M.A.A., Salem College.

Anthony "Tony" Iliano (2013).....Equipment Manager
B.A., Lenoir-Rhyne University.

Ismalizah "Lizah" Ismail (2011).....Director of the Library
B.A., Indiana University; M.A. University of Pennsylvania,
M.S.L.I.S., University of Illinois.

Stephen Jennings (2014).....Coordinator of the Testing Center
B.A., Limestone College.

D. Brad Jones (2016).....Student Success Coach
Office of Student Success and Retention
B.A., M.Ed., Clemson University

Brianna M. Jones (2016).....Assistant Athletic Trainer
B.S., Limestone College; M.S.K., East Tennessee State University.

Jason "Jay" Jones (2017)..... Compliance Coordinator, Athletics
B.S., Garner-Webb University.

Katie N. Phillips Jones (2006).....Associate Director of the Online Program
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).....Director of Network Services
Information Technology
B.A., Union University.

Akasha Kasper (2017)..... Assistant Women's Lacrosse Coach
B.A., Queens University.

FACULTY, STAFF, AND ADMINISTRATION

Jonan Keeny (2016) .....Coordinator of Percussion
B.F.A., University of Pennsylvania;
M.M., University of North Carolina,Greensboro.

Aubrey Kelly (2018)..... Assistant Football Coach/Defensive Coordinator
B.S., James Madison University; M.A., Texas State University.

Keri A. Kelly (2017).....Assistant Testing Center Proctor
B.S., Limestone College.

Zachary Knight (2018).....Resident Director
B.A., Coastal Carolina University.

John M. Knipe (2017) .....Faculty Liaison for International Students
B.A., Bob Jones University; M.ED., Covenant College;
M.A., Middlebury College; Ph.D, George Mason University.

Lane M. Knost. (2017).....Assistant Football Coach, Linbackers
B.S., Kentucky Christian University.

Michelle Lackey (2015).....Enrollment Coordinator
Online Program
B.A., 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
Vice President for Intercollegiate Athletics
B.S., Iowa State University.

Patti Lankford (2013) .....Payroll

Jennifer W. Ledbetter (2014) .....Administrative Assistant, Admissions
B.S., Gardner-Webb University.

Teresa P. LeMaster (2016).....LPN/Administrative Assistant
L.P.N., Cleveland Community College School of Practical Nursing.

Amanda Lemmonds (2017).....Administrative Assistant, Office of Student Life

Kaitlyn E. Lentz (2017).....Assistant Director for Media Relations, Athletics
B.A., Wilmington College; M.A., Defiance College.

Christina Lievsay (2013)..... VA Certifying Official/Payment Coordinator
Online and Evening Program
B.A., University of Phoenix.

Madison Lineberger (2018).....Admissions Representative
B.A., Limestone College.

Blanche M. Luker (1995)..... Public Services Assistant, Library

Rochelle Maple (2004) .....Senior Student Services Coordinator
Online and EveningProgram (Charleston)
B.S., Voorhees College; M.B.A., Limestone College.

Cathi B. Martin (2007)..... Financial Aid Counselor

Hailey P. Martin (2009).....Spirit Director/Head Cheerleading Coach
B.A., Limestone College.

Stacey Mason (2016).....Dean of Student Success
B.S., Winthrop University; M.Ed., Clemson University.

Travis W. McDowell (2004) ....Director of Admissions, Day Campus
B.A., Wofford College; M.A., Liberty University.

Krystal McRobbie (2017).....Study Hall Supervisor

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
Director, Center for Teaching and Learning
B.S., Missouri Valley College; M.S., Walden University;
Ed.D., Gardner-Webb University.

Jerry Mickles (2013)..... VA Certifying Official/Payment Coordinator
Online and Evening Program
B.A., Limestone College; M.S., Utica College.

Robyn Miller (2017) .....Student Services Coordinator (Greenville)
B.A., University of Memphis; M.Ed ., Clemson University.

William F. Milone (1998-2001, 2008-2011, 2012)....Assistant Director of Admissions
Day Campus
B.A., Pfeiffer College.

Thomas Morris (2014) .....Assistant Men's Soccer Coach
B.S., Limestone College.

Jessica Mulhern (2015) ....Head Field Hockey Coach
B.S., Adelphi University.

Joshua D. Nelson (2010)..... Assistant Athletic Trainer
B.S., Michigan State University; M.S., West Virginia University.

Brianna M. Newton (2017) .....Student Services Coordinator (Columbia)
B.S., Columbia College.

Justin Ogle (2015).....Marketing Representative (Upstate)
Corporate and Education Partnership
B.S., Limestone College.

FACULTY, STAFF, AND ADMINISTRATION

Robert A. Overton (2001) .....Dean of Student Life
B.S., Elon College; M.Ed., University of North Carolina, Greensboro;
M.B.A., Shenandoah University;

Darrell F. Parker (2018).....President
B.A. University of North Carolina, Asheville; M.S., Ph.D. Purdue University.

Kayce W. Parker (2008)..... Financial Aid Counselor
B.S., Limestone College; M.B.A., Limestone College.

William "Bill" Petty (2017).....Chief, Campus Security.

Christopher N. Phenicie (1993) .....Vice President for Enrollment Services
B.A., Limestone College.

Clary W. Phillips (2010).....Associate Registrar for Curriculum and Advising
B.A., University of South Carolina; M.A., Webster University

Joyce L. Phillips (2001) .....Administrative Assistant, Academic Affairs

April M. Poindexter (1998).....Director of Student Accounts
A.A., Limestone College.

Katheryne F. Price (2008).....Web Administrator
B.S., Limestone College.

Jackie A. Puckett (2000) ..... Associate Dean/
Director of the Social Work Development Program
B.S., Clinch Valley College; M.S.W., University of Tennessee.

Erin M. Pushman (2001).....Director of the Writing Center/OWL
Co-Advisor to Candelabra
B.A., Michigan State University; M.A., University of North Carolina, Charlotte;
M.F.A., Queens University.

Carleigh B. Ramsey (2016) .....Administrative Assistant, Advancement Services
B.A., Limestone College.

Adam Ranns (2004) .....Assistant Athletics Director for Sports Health
Head Athletic Trainer
B.S., Limestone College; M.A., Gardner-Webb University.

Dawn R. Ranns (2003).....Faculty Athletic Representative
B.S., Limestone College; M.A., Furman University.

Karl E. Reed (2014).....Assistant Wrestling Coach
B.S., Newberry College.

William “Landon” Reeves (2016) .....IT Computer Technician
A.A., University of South Carolina, Lancaster.

Mark A. Reger (2008) .....Dean of Faculty
B.A., M.A., University of Missouri, St. Louis;
Ph.D., University of Missouri, Columbia.

Kelly K. Revells (2014) .....Head Wrestling Coach
B.A., Ashford University.

Donna Robertson (2016) .....Enrollment Coordinator/Academic Advisor

Lauren Roberts (2017).....Library Assistant
B.A., Limestone College.

Michael Sanders (2016).....Coordinator, Social & Digital Media/Pool Operator
B.S., Limestone College.

Jonathan D. Sarnoff (2003)..... .....Director of the Honors Program
B.A., State University of New York at Purchase; M.A., Lehigh University;
Ph.D., University of Southern Mississippi.

Sundra C. Sarratt (1979-88, 1990)..... .....Accounts Payable Coordinator
A.A., Spartanburg Community College.

Brandon K. Scott (2006) ..... Head Men's Basketball Coach
B.S., M.B.A., Limestone College.

Michael Selby (2018)..... Assistant Football Coach/Defensive Line
B.S., Marshall University.

Zack Siefert (2014).....Head Men's and Women's Golf Coach
B.S., Clemson University.

Jillian Shemanski (2017).....Director for Intramurals
B.A., Marshall University.

J. Ron Singleton (2004) ..... College Chaplain and Director of the Christian Education and Leadership Program
B.A., Furman University; M.Div., Candler School of Theology, Emory University.

Luciana Singleton (2013).....Director of the Mathematics Lab
B.S., University of Sao Paulo; M.A.T., Webster University.

Brandon Skweres (2012) .....Head Women's Volleyball Coach
B.S., Lewis University.

Ansley Smith (2013) ..... Assistant Men's and Women's Golf Coach
B.A., Limestone College.

Matthew Smith (2017).....Admissions Representive, Day Campus
B.A., Limestone College.

Michael Smith (2014).....Assistant Athletics Director for External Operations
B.A., North Carolina State University.

FACULTY, STAFF, AND ADMINISTRATION

Steven A. Smith (1987)..... Technical Services Librarian
B.A., Limestone College; M.L.I.S., University of South Carolina.

D. Ross Sons (2018) .....Assistant Men's and Women's Tennis Coach
B.S., Newberry College.

Michaela Soper (2018).....Assistant Acrobatics and Tumbling Coach
B.S.,Gannon University.

John R. Sparks (2017) .....Assistant Men's and Women's Track Coach
B.S., Clearwater Christian College.

Vanessa Speights (2017).....Student Services Coordinator (Charleston)
B.S., Liberty University.

Angela M. Spencer (2016) .....Administrative Assistant, Dinning Services

Kelsey Stanley (2018).....Admissions Representative
B.S., Limestone College.

Kristen Stevenson (2017).....Director of the Online Program
B.A., Clemson University; M.A., Webster University.

Jill T. Stubblefield (2009)..... Assistant Director of the Writing Center
B.A., College of the Ozarks; M.A., Mississippi College.

Russell P. Stupienski (2016).....Head JV/Assistant Varsity Baseball Coach
B.S., Saint Peter's University.

Jennie J. Sweo (2017).....Co-Advisor to the Candelabra
B.A., California State University; Northridge;
M.F.A., University of North Texas;
Ph.D., Victoria University of Wellington, New Zealand.

Kelly Tillinghast (2018).....Coordinator of First - Year Programs
Student Success Coach
B.S., Lander University; M.Ed., Columbia College.

Scott A. Tucker (2001).....Head Women's Lacrosse Coach
B.S., State University of New York College at Oswego.

Brian P. Turk (2017) .....Assistant Football Coach/Recruiting
Coordinator/Running Backs Coach
B.S., University of South Carolina.

Michelle Upchurch (2006).....Associate Director of Financial Aid
B.S., Gardner-Webb University; M.B.A., Webster University.

Ryan Van Amburg (2016).....Assistant Baseball Coach
B.A., Pepperdine University.

Ann C. Varner (2000.....Administrative Lieutenant, Campus Security
B.A., Limestone College.

Jendelle Vincent (2018) .....Student Services Coordinator (Florence)
B.A., Coker College.

Janet S. Ward (1999).....Assistant Director of the Library
Web Services Librarian
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.

Joseph Wassink (2012).....Head Men's and Women's Track and Field Coach
Assistant Men's and Women's Cross Country Coach
B.A., Susquehanna University; M.S., Emporia State University.

Candace R. Waters (2014).....Director of Development and Alumni
B.A., Limestone College.

Jeremy Whitaker (2017).....Controller
B.A., Limestone College; M.A.C.C., Gardner Webb University.

Christopher J. Wiley (2009)..... Head Men's Baseball Coach
B.S., Campbell University.

Mary H. Willis (2010).....Director of Social Work Technical Services
B.S., Limestone College; M.S., M.A.,The University of Alabama.

Diane A. Wilson (1999) .....Student Accounts Coordinator
A.A., Gaston College.

Betsy A. Witt (2006) .....Associate Dean for Academic Affairs
Chair, Division of Education and Behavioral Sciences (2016-2020)
Chair, Department of Criminal Justice, Political Science, and Sociology
B.S., M.A., Ph.D., Sam Houston State University.

Dylan Wolchik (2017) .....Assistant Baseball Coach
B.S., Lander University.

Bonnie Wright (2008).....Dean of Accreditation and Institutional Data
B.S., North Georgia College; M.S., Ph.D.,University of Georgia.

Charles W. Wyatt (2013).....Vice President for Communications and Marketing
Director of Communication
B.S., Limestone College.

Amy Yates (2006 - 2007, 2012).....Head Softball Coach
B.S., Limestone College.

FACULTY, STAFF, AND ADMINISTRATION

Campus Security

Breanna A. Cuff (2016)
Joseph A. Dover (2017)
Kenneth Ettlemyer (2017)
Daniel Huggin (2016)
Chadwick Hutchins (2013)
David Knight (2016)
Paul Maney (2003)
David Martin (2010)
Michael Meloan (2010)
Dylan Novak (2017)
Latisha N. Smith (2018)
Jordan William (2016)
Kavon Hannah (2018)

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Term Expiring June 30, 2021

Ashby L. Blakely..... Gaffney, SC
C. Samuel Burns..... Gaffney, SC
A. Wardlaw Hamrick..... Gaffney, SC
Randy M. Hines..... Atlanta, GA
Julie W. Lowry..... Spartanburg, SC
Charlie S. Patton..... Gaffney, SC

Term Expiring June 30, 2022

Carolyn H. Borders ..... Greenville, SC
Michael R. Daniel ..... Gaffney, SC
David E. Dorman ..... Gaffney, SC
Lyman W. Hamrick ..... Gaffney, SC
Harold J. Moore ..... Greer, SC
Tommy H. Windsor, Jr. ..... Gilbert, SC

Term Expiring June 30, 2023

Stephen R. Bryant ..... Columbia, SC
Dr. Franklin L. Foster ..... Columbia, SC
Dr. Michael P. Hoenig ..... Spartanburg, SC
Dr. Michelle B. Jolly ..... Gaffney, SC

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J. Richard Baines ..... Gaffney, SC
N. Eugene Moorhead ..... Gaffney, SC

Emeriti Trustees

Nancy C. Carlisle ..... Spartanburg, SC
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Reverend Roy N. Mathis ..... Gaffney, SC
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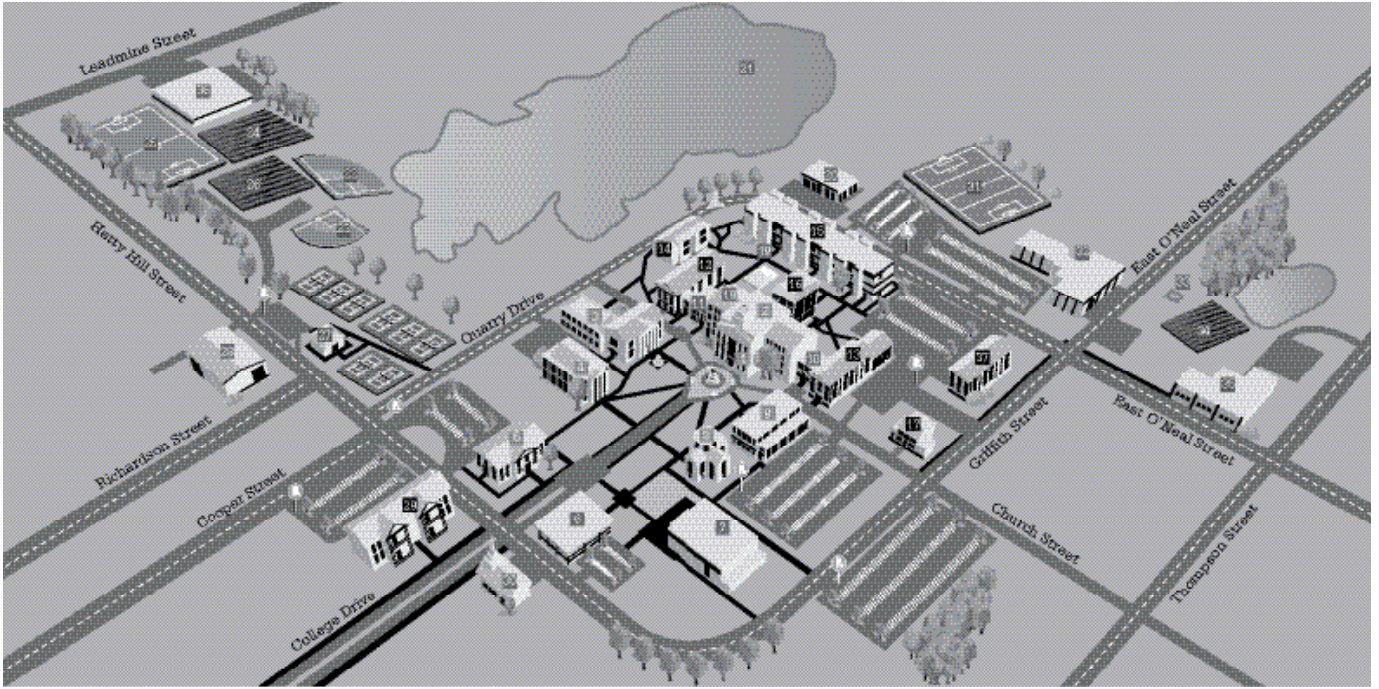
Limestone College



Limestone's campus is a unique landscape of history and progress.

Ten buildings are included on the National Register of Historic Places, nine of which have undergone major renovations. 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 view of the future.

1. Davis Administration Building
2. Cooper Hall
3. Hamrick Hall of Sciences
4. Carroll Fine Arts Building
5. Montgomery Building
6. AJ Eastwood Library
7. Athletics Administration
8. Winnie Davis Hall of History
9. Commons Hall
10. Admissions
11. Public Safety
12. Elliott Residence Hall
13. Erskine Ford Residence Hall
14. Gibbs Residence Hall
15. Fort Residence Hall
16. Little Lodge - Honors Student Center
17. McMillan Hall
18. Campus Store
19. Student Guild
20. Stephenson Dining Hall
21. Limestone Quarry
22. Bob Pfeiffer Baseball Field
23. Lady Saints Softball Field
24. Soccer and Lacrosse Field
25. Athletics Practice Field
26. Athletics Practice Field
27. Ronnie Evans Rector Tennis Center
28. Maintenance
29. Griffin Apartments
30. George Swofford Chapel
31. Athletics Practice Field
32. Trustee Center
33. Limestone Springs
34. Hamrick Park
35. Walt Griffin Physical Education Center
36. Classroom Center
37. New Residence Hall
38. Parking

Limestone's

Ten buildings
which have
offer a glimpse
necessary to

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