



Affirmative Action/Equal Employment Opportunity Policy

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

Mission Statement

The mission of Limestone University 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 University 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 University'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 University 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 1960s, 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 was again at 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 Online and Evening Program to better serve Limestone's adult students.

Today, Limestone University 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 University 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 Vivian Elledge and George Carl Ball Residence Hall.

In 2013, the University 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 University'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 University'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.

Music Department Facilities

Facilities have been an administrative priority to ensure a pleasant learning environment for students taking part in Limestone's Department of Music.

Fullerton Auditorium: Fullerton Auditorium accommodates a variety of performance needs, and seats 965. Fullerton Auditorium is perfect for a variety of performance needs. Completed in 1964, Fullerton Auditorium is home to an Aeolian-Skinner organ, built-in 1946 by G. Donald Harrison who also built the famous organ in the Mormon Tabernacle two years after constructing the one housed inside Fullerton. The organ at Limestone is valued at over \$500,000.

Carroll Fine Arts Building: Limestone students enjoy everyday instruction in the Carroll Fine Arts Building. Opened in 1925 and restored in 1993, this building houses a music technology lab, practice rooms, classrooms, faculty studios, and a formal recital hall for small, more intimate performances.

Limestone Theatre: The Theatre Department is primarily housed in the Limestone Center Theatre, which is housed inside the Bob Campbell Field House. Included is a cozy 150-seat proscenium theatre that provides an intimate showcase for a variety of productions, including musical theatre.

Instrumental Music Building: Located in downtown Gaffney, a short distance from the main campus, is Limestone's instrumental music site. Since 2012, Limestone's instrumental music groups have used the facility for classes and practices. The site also hosts Honor Band and Middle and High School band camps.

Location

Limestone University'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 the Great Smoky Mountains are less than an hour away, and Myrtle Beach, Charleston, and coastal resorts are easily accessible for weekend visits.

Essential Beliefs and Values

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

Limestone University 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 and University community. Because our society presents continuing challenges to values, students are encouraged to cultivate respect for other individuals and cultures. Limestone 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 University respects each student's religious liberty and provides an environment consistent with the institution's non-denominational Christian heritage.

Limestone University, 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 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 University 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 University 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 University 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 University'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 University.
- Recruit and retain a faculty, staff, and student body committed to supporting the academic mission and social culture of the University.

- 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 University.
- 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 University 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. Limestone 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 University has designed a General Education Program which focuses on basic intellectual skills: critical thinking, communication, quantitative reasoning, use and understanding of technology.

General Statement

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

The General Education Program at Limestone 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 the 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 University 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 number 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: the development of sound analytical and synthetic reasoning skills and the ability to employ reasoning skills in productive problem solving;
- Communication: the ability to write, speak, read, and listen effectively;
- Mathematical Skills: the 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: the ability to employ computer and other technologies in writing and in the 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, 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 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 the 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 the 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, 12 computer stations, and laptops (and iPads) that can be checked out for in-house use only. The library currently maintains access to over 980,000 physical and electronic resources (print books, e-books, e-videos) and provides access to over 460,900 full-text journals and 176 research databases. Library resources are available 24/7 through the library's website. The site includes links to the library's online catalog, electronic book collections, research databases, research guides, library policies, tutorials, forms for library loan requests, and various ways to contact the library staff for help, including an online chat service with a librarian. Also accessible from the library website is the Limestone University Digital Collections (Shared Shelf) which houses our Student Works Collections (including video recordings of student presentations and student creative and research works), and the Student Research and Presentations Symposium information page which includes archives of past Student Symposium presentations.

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 University. Normal inquiries about the institution, such as admission requirements, financial aid, and educational programs should be addressed directly to Limestone University. Questions about the

accreditation of Limestone University may be directed in writing to the Southern Associate of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA, 30033-4097 or by calling (404) 679-4500 or by using information available on SACSCOC's website (www.sacscoc.org).

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 University 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 Partnership Among South Carolina Academic Libraries (PASCAL), the National Collegiate Athletic Association (NCAA), Conference Carolinas, and the South Atlantic Conference (SAC).

Limestone University's MBA Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a specialized global business accreditation body following the Baldrige model focused on teaching excellence and continuous improvement. ACBSP evaluates business programs in areas of leadership, strategic planning, stakeholder relationships, quality of academic programs, faculty credentials, and quality improvement. In conjunction with ACBSP, the Limestone MBA Program is continually looking to improve our programs.

The RN-BSN program at Limestone is pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE) located at 655 K Street, NW, Suite 750, Washington, DC 20001. Phone (202) 877-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Limestone University's MSW program is under review for accreditation by the Council on Social Work Education (CSWE). Its members include over 800 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories. Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work.

Limestone University 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"

ACADEMIC CALENDARS

2021-2022 Undergraduate Calendar

2021 Summer Semester

Online and Evening Programs

Term 4: Monday, June 28 - Friday, August 20

2021 Fall Semester

Online and Evening Programs

Term 5: Monday, August 23 - Friday, October 12

Term 6: Monday, October 18 - Friday, December 7

Day Campus Program

Date	Day/Time	Event
August 16	Monday	Faculty Return
August 23	Monday	Classes Begin
September 6	Monday	Labor Day Holiday (Faculty provide online/hybrid coursework*)
October 14-15	Thursday-Friday	Fall Break
November 11	Wednesday	Veteran's Day (Faculty provide online/hybrid coursework*)
November 24-26	Wednesday/Friday	Thanksgiving Break (No Classes)
December 9	Thursday	Last Day of Classes
December 10	Friday	Research Symposium
December 13-17		Final Exams
December 18	Saturday	Commencement
December 30-31		Global Experience

2022 Spring Semester

Online and Evening Programs

Term 1: Monday, January 10 - Friday, March 1

Term 2: Monday, March 7 - Friday, April 26

Day Campus Program

Date	Day/Time	Event
January 1-7		Global Experience
January 5	Wednesday	Faculty Return
January 10	Monday	First Day of Classes

Date	Day/Time	Event
January 17	Monday	Martin Luther King Holiday (no classes)
March 7-11	Monday-Friday	Spring Break
April 15	Friday	Good Friday (No Classes)
April 28	Thursday	Last Day of Classes
April 29	Friday	Research Symposium
May 2 - 6	Monday-Thursday	Examinations
May 7	Saturday	Commencement

2022 Summer Semester

Term 3: Monday, May 3 - Friday, June 25

Term 4: Monday, June 30 - Friday, August 19

2020-2021 Graduate Calendar

2020 Graduate Fall Semester

Aug. Cohort 2020 Residency 1: Aug 14-Aug 16

Aug. Cohort 2019 Residency 2: Aug 15-Aug 16

Term 5: Monday, August 17 - Friday, October 9

Jan. Cohort 2019 Residency 3: Oct 10-Oct 11

Term 6: Monday, October 12 - Friday, December 4

2021 Graduate Spring Semester

Jan. Cohort 2021 Residency 1: Jan 8-Jan 10

Jan. Cohort 2020 Residency 2: Jan 9-Jan 10

Term 1: Monday, January 11 - Friday, March 5

April Cohort 2019 Residency 3: Feb 27-Feb 28

Term 2: Monday, March 8 - Friday, April 30

2021 Graduate Summer Semester

April Cohort 2021 Residency 1: April 30-May 2

April Cohort 2020 Residency 2: May 1-May 2

Term 3: Monday, May 3 - Friday, June 25

Aug. Cohort 2019 Residency 3: June 26-June 27

Term 4: Monday, June 28 - Friday, August 20

ADMISSIONS INFORMATION & PROCEDURES

Notice of Non-Discrimination

Limestone University 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 prohibits sex and gender identity discrimination as well as sexual harassment, including sexual violence.

It is University policy to actively recruit minority students. Limestone will recruit students from high schools that enroll significant numbers of minority students. Limestone 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 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 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 Learning Enrichment & Achievement Program.

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 University

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 nondiscrimination policies and to serve as the overall coordinator for purposes of Title IX compliance:

Director of Human Resources

Limestone University

1115 College Drive, Cooper West 310

Gaffney, SC 29340

864-488-4473; jocrry@limestone.edu

For more information about the University'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.

Transient Students

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

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if the application is completed online at www.limestone.edu.
2. Submit a transient letter from that institution to the Day Campus or Online Admissions Office indicating that the student is in good standing.

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

Students who have Disabilities

Students who have disabilities should apply through the regular admissions process. Accommodations through Accessibility are provided at no additional charge. Comprehensive services through LEAP 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 the 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 University is required of all applicants for admission in this category.

Admissions Policy

Candidates for admission to Limestone are evaluated on the basis of ability and achievement. The University 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 University are advised to contact Admissions 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 University, by letter, or by an interview with a college representative on College Day at the high school. By contacting Limestone 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 the University, a student should present approved Carnegie Units (high school course units) from an accredited secondary school. These units should include the following:

- English4 units
- Mathematics.....3 units
- Social Science3 units
- Laboratory Science2 units

Additional high school courses should be selected mainly from foreign languages, history, mathematics, and natural science. Limestone 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 at Limestone, you must be a high school graduate or hold a General Education Diploma (GED) or provide clear evidence of the 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 the University.

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.

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 will be recommended. If the student's academic performance is unsatisfactory, the provisional status may be continued or suspension from the University 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.

1. International student transcripts (foreign transcripts) must be academically translated by World Education Services (www.wes.org) or an approved accredited service.
2. 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 Paper), or 60 or above on the Test of English as a Foreign Language (TOEFL iBT), 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.
3. 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.
4. 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 12 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 12 months if the process is not completed. After 12 months, the student must reapply and resubmit all transcripts. A student that has not started classes 12 months after the acceptance date must also reapply.
3. Students who are on academic suspension from their previous institute will not be readmitted to Limestone College until the terms of that suspension are satisfied.
4. Following acceptance for readmission, the student will be required to complete degree requirements under the current academic catalog.

*Students who have attended another institution with transient permission since their last class of attendance at Limestone College will remain in their original catalog year unless accreditation or regulations prohibit.

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 the 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 University has partnerships with Technical College throughout South Carolina as well as bordering NC Community Colleges to offer a smooth transition for transfer students. Associate of Arts and Associate of Science degrees granted by an accredited Technical or Community College will transfer in and satisfy Limestone University's general education requirements. Associate of Applied Science degrees granted by an accredited Technical or Community College will be reviewed for course equivalences and may be accepted for up to 76 credit hours of transfer credit if transferring into the Bachelor of Applied Science degree completion program at Limestone University.

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 general education requirements will not have been fulfilled.

Transfer students should follow the steps outlined below.

1. Transfer students should follow the steps outlined below.
2. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if the application is completed online at www.limestone.edu. or if the application is made at the time of the visit to Limestone College.
3. Submit official transcripts of previous college work to the Day, Evening, or Online Admissions Office.
4. If the applicant has graduated from a South Carolina high school or is a South Carolina resident, an official copy of your high school transcript or GED transcript must be submitted to the Day Campus, Evening, or Online Admissions Office.
5. 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 90; the maximum transfer hours accepted toward an associate degree is 46. At the time of initial enrollment, a student may transfer up to 76 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 the University and has earned a total of 66 semester hours, he/she may not take additional hours at two-year colleges. Limestone also accepts selected college credits earned through the College-Level Examination Program (CLEP), Advanced Placement (AP), Dantes and International Baccalaureate (IB). Limestone 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.

The University 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 30 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's communication requirements must take the communication skills tests at the beginning of their first semester at the University. 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.

Joint Admissions

High school students may seek joint admission to Limestone 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 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 must submit a completed application, including a \$25.00 application fee, to the Day Campus, Evening, or Online Admissions Office, Limestone University, 1115 College Drive, Gaffney, South Carolina 29340. The fee of \$25.00 will be waived if the application is completed online 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 any time, but they must meet the requirements outlined in this catalog to be accepted as a degree-seeking student.

FINANCIAL INFORMATION

General Refund Policy

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

Financial: The University 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, a refund of any portion of the tuition and fees will be made only in the case of official withdrawal from Limestone through the Office of the Associate Provost and on the following basis:

Traditional Day Program:

The 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 Meal Plan refund will be issued after the first 7 calendar days after classes begin.

In the **Online and Evening Program** refunds are as follows:

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

Return of Unearned Military Tuition (TA):

This policy applies to all students receiving Military Tuition Assistance (TA) for the Army, Navy, Air Force, Marines, and Coast Guard.

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense (DOD) policy, Limestone College will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

In instances when a Service member stops attending due to a military service obligation, RCTC will work with the affected service member to identify solutions that will not result in student debt for the returned portion in compliance with the DOD policy. In instances when a Service member stops attending due to non-military service obligation after the drop/add date, the Service member will be responsible for paying Limestone College the amount of the returned portion of the TA funds.

Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members. Each service has its own criteria for eligibility, obligated service, application processes, and restrictions. This money is usually paid directly to the institution by the individual services. This policy only applies to this type of educational benefit. The TA program is a benefit that is available only while the student is in the service. This policy does not apply to Veterans or Veterans' benefits.

To remain in compliance with the Department of Defense’s policy, Limestone College will return any unearned TA funds through at least 60% of the semester on a prorated basis. The amount of unearned TA that is returned is based on the date of withdrawal from the course.

After 60% of the semester has passed, TA will not be evaluated for a return to the DOD.

Federal, State, or Institutional Financial Aid:

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 Program: Online 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. Refunds are not mailed until the BankMobile refund agreement has been submitted on the LC Portal. Schedules 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 BankMobile as a refund agent. New students will receive 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.

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.

Student Delinquent Accounts

Students who have any unpaid accounts at the end of each semester, including such items as library fines (if in excess of \$25), parking fines, and dormitory damage assessments, may not attend classes for the next semester. Transcripts and diplomas are not issued unless all charges are paid in full. Limestone reserves the right to report a delinquent account to a third party collection agency. There may be additional fees due to this process.

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 University nurse must be paid by the student.

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.

General Fees for 2020-2021

Traditional Day Program

	Due for Fall Registration (Aug.-Dec.)	Due for Spring Registration (Jan.-April)
Tuition (Max. 18 s.h.)	\$12,600.00	\$12,600.00
Room (Cost Varies, see below)	\$2,738.50	\$2,738.50
Board (Full - 21 Meals)	\$2,584.00	\$2,584.00
Board (12 Meals)	\$1,555.00	\$1,555.00
Day Student Fee (covers access and use of Academic Support, the Health Center (Nurse/meds), Student Activities, Campus Security/ Parking Fees, Technology & Lab Fees)	\$550.00	\$550.00
On-Campus Housing:		
• Ebert, Eunice, Fort, and Greer (Full Meal Plan required.)	\$2,282.00	\$2,282.00
• Brown Hall (double occupancy, Full Meal Plan required.)	\$2,609.00	\$2,609.00
• Brown Hall (single occupancy, Full Meal Plan required.)	\$3,195.00	\$3,195.00
• Ball Hall (single occupancy, Full Meal Plan required.)	\$3,195.00	\$3,195.00
Off-Campus University Housing:		
• Required to choose between the 21 Meal Plan and 12 Meal Plan	\$2,546.00	\$2,546.00

Day Campus Program

Students who enroll in fewer than 12 semester hours are classified as part-time students. Part-time students pay \$1,050.00 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 Provost. The overload fee is \$250.00 per credit hour for each hour over 18 hours.

Online and Evening students who are approved for enrollment in daytime courses will pay \$1,050.00 per credit hour, like any other part-time student.

Evening and Online Programs

Beginning July 1, 2020 (Session 4) The tuition and fee costs for the 2020-2021 academic year for the Evening and Online Programs are:

	Non-Military	Military
One (1) credit hour course	\$441.00	\$243.00
Three (3) credit hour course	\$1,323.00	\$729.00
Four (4) credit hour course	\$1,764.00	\$972.00

Directed Study Courses (3) credit hours \$1,323.00

Coordinated Study Courses (3) credit hours \$1,323.00

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).....\$550/per semester

Identity Verification Fee (All Courses).....\$5.00/per course

Inclusive Access Fee (Includes Book and Learning Materials) vary per course.

Other Fees/Deposits

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 (first one free)	\$10.00
LEAP Program	Variable
Teacher Cadets	\$30.00
Transcript Fee (In-Person)	\$10.00

Transcript Fee (Online)	\$13.00
Student Records Summons	\$50.00
Late Payment Fee (Evening and Online Program)	\$100.00 per term
Late Payment Fee (Day Program)	\$100 per semester

Limestone University Payment Plan Enrollment Fee:

Evening and Online Students:	\$25.00 per term/\$35.00 per semester
Day Students:	\$25.00 per semester/\$35.00 per academic year

Note: Transcript requests from Limestone 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 requests 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.

Advanced 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 University 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.

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 University catalog. The scholarship and financial aid programs are designed to recognize students of superior ability and to enable qualified students to attend Limestone. 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 provides an aid program of grants, loans, and work to assist students who without financial aid would be unable to attend.

Information on financial aid is available by calling 1-800-795-7151, extension 6, during normal University office hours or by writing to the Student Financial Aid Office, Limestone University, 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 University;
- 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 the cost of attending the institution, including direct and indirect costs.

Limitations

Limestone University 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, fines, private music lessons, and/or private room charges.

Limestone scholarships, grants, Employment Program, and athletic awards are funds restricted to students enrolled in the 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 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 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.studentaid.gov. The FAFSA is available beginning October 1 prior to the academic year of attendance (ex. October 1, 2020, for the 2021-2022 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. 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 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.

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 eight (8) semesters. Under extenuating circumstances, a student may petition the Director of Financial Aid for an extension of scholarship assistance which in no case may exceed an additional two (2) semesters.

Standards of Satisfactory Academic Progress for Undergraduate Students

- Institutions participating in Title IV Federal financial aid programs are required by the Department of Education to establish minimum academic standards that students must meet to be eligible or maintain eligibility for financial aid. All student who receive federal, state, or institutional financial aid are expected to maintain satisfactory academic progress toward degree completion.
- Students who are receiving financial aid or who seek financial aid in the future are required to meet these minimum standards.
- Financial aid recipients are required to be in good standing and to maintain Satisfactory Academic Progress (SAP) toward their degree requirements for each semester/term in which they are enrolled.
- SAP, as described below, is evaluated at the end of each semester.
- Failure to maintain SAP, as described below, will result in Financial Aid Suspension (loss of eligibility).
- SAP includes three standards; quantitative (attempted vs. earned hours), qualitative (required GPA), and Maximum Time Frame (complete program in timely manner). Students must meet all three standards to continue receiving financial aid.
- Transfer credits accepted by the institution towards the student's program will be included in the total hours attempted and earned.

Meeting the Quantitative Requirement (Pace of Progression)

Regulations allow a student to maintain eligibility for attempting credit hours that are 150% of the credit hours required to receive a degree. In order to meet this quantitative standard, students must complete and earn 67% of courses attempted each academic semester. The 67% criteria will be checked at the end of each semester. If a student has not completed 67% of the cumulative attempted hours at the end of the semester, the student is placed on Financial Aid Warning for the subsequent semester. During the Financial Aid Warning period, the student may continue to receive financial aid. If the student has not completed 67% of the cumulative attempted hours at the end of the subsequent semester, the student will be placed on Financial Aid Suspension. While on Financial Aid Suspension, the student will not be eligible to receive financial aid.

Hours Attempted	Hours earned to meet 67% requirement
3	2
6	4
9	6
12	8
15	10

- In addition, any student that fails to make progress by receiving all Fs or WFs (or combination of both) in any given semester will be placed on Financial Aid Suspension and will immediately lose eligibility for financial aid beginning the next semester regardless of

the students' GPA.

- Students receiving all Ws, WPs, and/or Is will be placed on Financial Aid Warning beginning the following semester regardless of the students' GPA.
- Financial aid eligibility may be regained when 67% of the cumulative attempted hours have been completed.
- Students who unofficially withdraw (no formal notification) from the College in any given semester will be placed on Financial Aid Suspension and will immediately lose eligibility for financial aid beginning the next semester regardless of the students' GPA.

Meeting the Qualitative Requirement

In order to maintain eligibility for financial aid with the qualitative standard, a student must maintain the academic standing necessary to remain at Limestone. The qualitative policy is the same as the academic policies of Limestone College. The grade point average will be used to determine good academic standing, probation, suspension, and eligibility for financial aid. The GPA will be checked at the end of each semester for SAP. The student on good academic standing will remain eligible. A student on Academic Probation will be on Financial Aid Warning. A student on Academic Suspension will be on Financial Aid Suspension.

The qualitative requirements (minimum GPA) for undergraduate and second bachelor's degree are as described below:

- Freshmen (0-29 hrs earned) 1.3 on a 4.0 scale
- Sophomore (30-59 hrs earned) 1.6 on a 4.0 scale
- Junior (60-89 hrs earned) 1.8 on a 4.0 scale
- Senior (90 or more hrs earned) 2.0 on a 4.0 scale

Maximum Timeframe to Completion

A reasonable length of time for the completion of a degree program is defined as no more than 150 percent of the normal time required to complete a degree program, as measured by credits attempted and including transfer credits.

Example: If your degree requires that you complete 120 credit hours, your maximum time frame would be $120 \text{ hours} \times 150\% = 180$. Your maximum time frame to complete your degree would be 180 hrs of attempted course work.

There is no Financial Aid Warning semester for students who exceed the maximum time frame requirement. Students will be suspended from financial aid eligibility the semester following the semester their attempted hours exceed 180 hrs.

Audit Courses

Students are not eligible to receive financial aid for audit courses. Audited courses are not included in the number of hours attempted or earned for SAP determination. Students do not receive a grade in audited classes.

Summer Term Courses

All hours attempted and completed in the summer terms are treated as any other semester hours in determining SAP.

Withdrawals and Incompletes

Any course with a "W", "WP", "WF", or "I" is considered as hours attempted. Students should be aware that excessive withdrawals from classes could result in the loss of financial aid at some point in future semesters due to the 67% quantitative standard for SAP. When "I" grades are finalized it would then be factored into the SAP calculation at the time of the next formal evaluation.

Repeating Courses

When courses with grades of D, F, or WF are repeated with a C or higher grade, the unsatisfactory grades and course attempts will not be included in the calculation of the GPA (qualitative). However, courses with grades of D, F, or WF that are later repeated are counted in total number of hours attempted (quantitative).

Second Degrees

Students who have earned a baccalaureate degree from an accredited institution are eligible to apply for financial assistance. The maximum eligibility will be 240 attempted credit hours (150% of the minimum degree requirement plus an additional 60 hours).

Evaluation

Satisfactory Academic Progress will be evaluated at the end of each semester (Fall, Spring, and Summer if applicable), including students who receive all Ws, Fs, WPs, WFs, and Is.

Appeals

Any student on Financial Aid Suspension may appeal to the SAP Appeals Committee. An appeal must be based on specific extenuating circumstances. Examples may include but are not limited to death of a relative, an injury or illness of the student, or other extenuating circumstances. There is a formal request form that must be completed along with a statement explaining the extenuating circumstances, as well as completion of Financial Awareness Modules. You must also meet with your academic advisor to create an academic plan. This plan must demonstrate that, if followed, you will be meeting SAP standards at the next evaluation or by a specified point in time. This plan must be presented with your appeal letter.

The required Satisfactory Academic Progress Appeal form, along with all supporting documentation, must be sent to the Assistant Director of Financial Aid.

The determination of the appeal will be made available to the student to their Limestone email address within 14 business days.

If a Financial Aid Suspension appeal is approved, then the student will be placed on Financial Aid Probation for one semester, and eligibility reinstated for financial aid during that semester. The student must make Satisfactory Academic Progress within the probationary semester in order to continue their eligibility for financial aid in subsequent semesters.

Withdrawal and Refund Policy: Treatment of Title IV Funds

- Students withdrawing from school within the refund period will have institutional and state aid refunded according to the general refund policy of the University.
- Federal assistance will be refunded as outlined in the Federal guidelines of each program. Students enrolling who do not complete 60% of the semester will have their federal aid prorated for a refund according to the Federal Government Return of Title IV Funds Policy
- 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 the payment period.
- Limestone must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after the date of the institution's determination that the student withdrew.

Federal regulations specify how Limestone must determine the amount of federal (Title IV) financial aid that you earn if you withdraw from school. The federal programs at Limestone included under these regulations are: Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, Federal Graduate PLUS Loans, Federal Parent PLUS Loans, Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants.

When you withdraw, the amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period.

If you received less assistance than the amount that you earned, you may be able to receive those additional funds as a Post-Withdrawal Disbursement. For a post-withdrawal of loan funds, you will receive a written notification within 30 days of the date we determined you withdrew and you will be required to confirm you want the disbursement (or your parent for a Parent PLUS Loan).

If you received more assistance than you earned, the excess funds must be returned to the government by Limestone and/or you. This is called a Return to Title IV (or R2T4). If you received excess federal financial aid that must be returned, the University must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or

2. the entire amount of excess funds.

This return of funds may create a significant indebtedness for you if this aid was used to pay for charges for which you are still responsible or if you received these funds as a refund.

If Limestone is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Parent PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with Limestone to return the unearned grant funds.

Unofficial Withdrawal

An unofficial withdrawal is when official notification is not received from the student.

Examples of an unofficial withdrawal include: a student does not successfully complete any of their courses (receives all F grades or WF grades); stops attending classes; or did not complete any course work as of the 60% point of the semester- without officially withdrawing from Limestone, as required.

Upon determination of the student's last date of attendance, the Return of Title IV funds calculation will apply. The withdrawal date is your last documented date of attendance, as determined by instructors.

Students who unofficially withdraw will be placed on Financial Aid Suspension effective the next term of attendance.

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. Eligibility is determined based on the expected family contribution (EFC) as a result of completing the Free Application for Federal Student Aid (FAFSA), the cost of attendance and enrollment status.
- **Federal Supplemental Educational Opportunity Grant** is awarded students demonstrating exceptional and determined based on the results of the FAFSA (EFC). Students showing exceptional need will be given first consideration for these grants as long as funds are available.

Grants /Scholarships (South Carolina)

- **South Carolina National Guard College Assistance Program (CAP)** is 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 Limestone degree-seeking program. Recipients must be in good standing with the National Guard and maintain satisfactory academic progress at Limestone. 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.
- **South Carolina Tuition Grant** is awarded to academically eligible South Carolina residents attending Limestone 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 financial circumstances. Students who fail to enroll full time during the Fall semester forfeit their eligibility for the entire award year. Online Program students must be enrolled in two Term 5 classes. Students who do not enroll as above stated forfeit the SC Tuition Grant for the award year. Online Program 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 Term 3 or 4. To be eligible to receive the full amount of SC Tuition Grant in the Fall Online Program 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 Program 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 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 have 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. The HOPE scholarship is only awarded Freshman year. Students can earn LIFE eligibility beginning their Sophomore year by earning a 3.0 LIFE GPA and completing 30 college credits their Freshman year.
- **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 the 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.

Loans

To receive loans, a student must be enrolled at least half-time per semester as defined by their program (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.studentaid.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.studentaid.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 university 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.studentaid.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).

The Federal College Work-Study Program

Work-Study is awarded to students demonstrating financial need. Students must perform work to earn this aid. 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. Timesheets must be turned in on time. Late timesheets will be audited for payment in the next payment period. The Work-Study Programs are only offered to Traditional Day Students.

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 University. 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 a refund according to the Federal Government Return of Title IV Funds Policy.

Day Campus Program Scholarships

Upon acceptance to Limestone, students are awarded merit scholarships based on their academic achievement: Presidential Palmetto Scholarship, Academic Dean's Scholarships, and Founders Scholarships.

A Presidential Palmetto Scholarship is offered to individuals that have been awarded the SC Palmetto Fellows Scholarship. This scholarship covers full tuition, student activity fee, traditional room and board less any Federal, State, and Outside Scholarships/Grants for up to four years, provided satisfactory academic progress continues with the student maintaining Palmetto Fellows renewal requirements. The Presidential Palmetto Scholarship does not cover the cost of lab fees, fines, private music lessons, and/or private room charges.

Academic Dean's Scholarship awards require a minimum of 3.0 cumulative GPA and Founders Scholarships a minimum of 2.0 cumulative GPA. The scholarships are to be renewed annually, provided the recipient remains in good academic standing.

Honors College Scholarship Honors Program Scholarship applications are reviewed the by Director of the Honors College and the Honors Committee. After being accepted, retention into the Honors Program is dependent upon maintaining a "B" or higher cumulative grade point average (3.0 to 4.0 scale) in all coursework. Students who successfully complete the program's requirements will receive special recognition at their graduation ceremony.

Eligibility & Requirements Incoming First-year Day Students:

The minimum requirements for admission into the Limestone College Honors College include:

- Score of 1100 on the SAT or 22 on the ACT
- High School Grade Point average of 3.5 (unweighted on a 4.0 scale)
- Personal essay
- Two letters of recommendation (one addressing the applicant's academic achievements, the other attesting to the applicant's character).

Eligibility & Requirements Transfer Day Students:

A transfer student (with less than 36 hours) with a score of at least 1,100 on the SAT or a minimum score of 22 on the ACT and who has achieved at least a 3.5 Grade Point Average at their previous institution may apply for admission into Limestone's Honors College. In addition, transfer students (with less than

36 hours) in good standing within their previous institution's Honors Program are also eligible to apply for admission into Limestone's Honors College.

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 University.

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

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

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

The Ann Berry Derrick Endowed Scholarship- This endowed scholarship was established by Dr. C. Warren Derrick, Jr. along with his children, Andrea Derrick Truitt, Hope Derrick, and Scott Derrick, in loving memory of Ann Berry Derrick, wife, mother, and Limestone alumni of the Class of 1959. The recipient of this award must be a traditional day student of the sophomore, junior, or senior class, majoring in Social Work. The recipient must maintain a minimum GPA of 2.5. This scholarship will be awarded based on academic merit and financial need. The scholarship may be renewable.

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 University. 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 University for female descendants of his parents, John S. and M. Mahala Ezell.

Fain Family Teacher Education Program Scholarship- This annual scholarship was established by Dr. Allen Fain, Limestone alumnus Class of 1998, in honor of his children Brooks and Mary Kate Fain. Two annual scholarship awards may be offered per year to a qualifying senior class student majoring in education, beginning or completing his/her required clinical practice (student teaching), must have a 3.5 or above GPA, have financial need, and must have a signed contract with a school district.

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 the 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 University 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.

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 University 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.

Wylie L. Hamrick Family Endowed Scholarship- This endowed scholarship was established by Lyman W. Hamrick, A. Wardlaw Hamrick, and Robert W. Hamrick in memory of their parents, Wylie L. and Frances Hamrick. Priority will be given to any son or daughter or descendant of Wylie L. Hamrick as a recipient of the scholarship. Should there be more than one direct descendant attending Limestone University at the same time, the scholarship assistance will be equally divided. In the absence of any son or daughter or direct descendant, first preference will be given to enrolling/enrolled Limestone University students from Cherokee County, SC, with a minimum grade point average of 2.5.

The Drada Pate Hoover Endowed Scholarship - Established in 2002 by Drada Pate Hoover, an alumna and a Trustee of Limestone University, 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 University. 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 the 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, a graduate of Limestone University 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. The recipient must also be a graduate of a high school in Union County, South Carolina.

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

The Ruth Wolfe Linville Scholarship - A scholarship established in 2001, after the death of Ruth Wolfe Linville '29, provides scholarship aid to students majoring in History or in one of the social sciences at Limestone University. 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 University 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.

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 criterion for awarding the scholarship is the 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 (Vergie 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 - Dorothy Dicks Oliver Scholarship - This scholarship was established by William J. Moore '57 and his wife, Louise Oliver Moore '61, in honor of their mothers. The award will be made to an incoming freshman from Cherokee County enrolled in the Christian Education & Leadership Program who must meet the continuing requirements established by the program in 2000. As long as the student remains in good standing in the Christian Education & Leadership Program, the student will receive the scholarship through graduation. If a student from Cherokee County is not available, a student from South Carolina is to be awarded the scholarship and receive all the benefits previously described.

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.

G. Frederick and Kay Payne Endowed Scholarship Fund- This endowed fund was established by Fred and Kay Payne, to support a student participating in the Christian Education and Leadership Program. If the student remains in good standing in the Christian Education & Leadership Program, the scholarship may be renewed through graduation.

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.

Diamond Resorts Gaylord Perry Annual Scholarship- This annual scholarship was established by Diamond Resorts and Limestone alumnus Mike Flaskey, CEO as a tribute to and in honor of Gaylord Perry, Limestone University's first baseball coach. One annual scholarship award may be offered per year to a qualifying freshman, sophomore, junior, or senior class student who is a member of the Limestone University Baseball Team. The recipient will be recommended by the Head Baseball Coach.

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.

Prevost Family Annual Scholarship- This annual scholarship was established by Jim Prevost, Class of 1979, in honor of his wife and Limestone alumna, Mary Ann Stroud Prevost and their children. An annual scholarship award will be offered per year to a qualifying freshman, sophomore, junior or senior class student majoring in Studio Art. The student must have financial need, a 3.0 GPA (if upperclassman), or have scored a 24 on the ACT or 1100 on the SAT.

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 University. 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 & Nancy Rilling Endowed Scholarship- This endowed scholarship was established by David and Nancy Rilling. During their tenure as members of the Limestone University staff, Dave and Nancy Rilling developed lasting bonds with countless students, faculty, and staff. The recipient of this award must be a full-time traditional day student of any class rank with financial need as determined by the Financial Aid Office. This scholarship may be renewed if the student remains in good academic standing and continues to have financial difficulties.

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 University 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, an 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. The 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 of 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 University. 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 University. 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 University.

The Mary Hempleman Simpson Endowed Scholarship Fund – This scholarship fund was originally established in 1982 as a pooled fund scholarship by the Limestone University faculty and friends to honor Mary Hempleman Simpson upon her retirement from full-time teaching. Mrs. Simpson was an Associate Professor of Music Education at Limestone University 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 University. 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 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 University. 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 University. 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

Cultural Events

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

Counseling Services

The Sib Collins Counseling Center provides free and confidential short-term counseling services to students dealing with personal and social conflicts or coping with stress due to various reasons, including academic and career decisions. The Center is located in 111 Curtis, past the receptionist, down the Social Work hall, over Campus Security, and is staffed by a professional counselor and a part-time counselor. Appointments are suggested; however, walk-in service is generally also provided. The Center also has a list of local counseling resources for referrals off campus.

Center for Career & Professional Development

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

For more information, visit <https://my.limestone.edu/student-services/student-success/professional-development>

Compliance with Title IX

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq. is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. (<http://www.justice.gov/crt/about/cor/coord/titleix.php>)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

In compliance with Title IX, Limestone College prohibits discrimination in employment as well as in all programs and activities on the basis of sex. Limestone College also prohibits sex discrimination and sexual harassment, including sexual violence.

Title IX covers all aspects of education programs and the treatment of students, including, but not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment.

Title IX prohibits sexual harassment, which includes sexual assault and sexual violence, and other forms of sexual misconduct.

In accordance with Title IX regulations, Limestone College has designated the Title IX Coordinators:

Dean of Student Life	Dean of Student Success
1115 College Drive	1115 College Drive
Dixie Lodge 201	Cooper East 110
Gaffney, SC 29340	Gaffney, SC 29340
864-488-4543 (P)	864-488-4540 (P)

If you have a complaint against a Limestone College student, faculty, staff, or administrator for sexual harassment, sex discrimination, or sexual assault, you should contact a Title IX Coordinator or one of the Designated Deputy Coordinators.

All complaints received by a Title IX Coordinator will be investigated promptly and equitably and the results of the investigation will be shared with the both parties, within 30 days or no more than 60 days.

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

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.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974 afford 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 University receives a request for access. Students should submit to the Registrar, Provost, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The University 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 University to correct records which the student believes to be inaccurate or misleading. The students should write the University official responsible for the record, clearly identify the part of the record they want to be changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University 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.

4. 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.
5. 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 University in an administrative, supervisory, academic, research, or support **staff** position (including security personnel and health **staff**); a person or company with whom the University 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 University 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.]
6. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR & 99.31):
 1. School **officials** with legitimate educational interest; Other schools to which a student is transferring; Specified **officials** for audit or evaluation purposes;
 2. Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school;
7. Accrediting organizations;
 1. 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.
 2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University 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 University 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** 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 University or photographers under contract to the University, including candid photography. This information may be released to anyone at any time unless the student requests, in writing to the Registrar, that such information be withheld. Students who have questions or who wish to withhold permission to publish certain information should write the registrar's office.

Student Complaint Procedure

A student complaint is defined as any dissatisfaction occurring due to 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 have that complaint considered with courtesy and objectivity and 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 their 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 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 present a written complaint to the appropriate vice president or academic dean.
- If reconciliation has not been achieved, the student may then schedule an appointment with the Provost after submitting a written complaint to them.
 - If after meeting with the Provost, the complaint is not reconciled, the student may schedule an appointment with the President of the University.
 - If after meeting with the President of the University, the complaint is not reconciled, the student may choose to file an **NC-SARA complaint** with the South Carolina Council on Higher Education. Contacts at the CHE can be found on the **Council on Higher Education website**.

Students with a complaint against a Limestone University student, faculty, staff, or administrator for sexual harassment, discrimination, assault, domestic violence, dating violence, or stalking should contact the Title IX Coordinator or one of the Designated Deputy Coordinators. Visit the **Title IX** website for more information.

Student Enrichment

The Office of Student Enrichment supports the unique needs of students by building strong relationships to help students acclimate and adjust to a collegiate environment. Using a holistic approach, the staff offers services that support student learning, enhance the student experience, and foster strong communities where students feel empowered to achieve their goals.

Services included:

- First-Generation mentoring
- Success coaching
- Orientation programming

Student Code of Conduct

Limestone University has the right and responsibility to provide an environment that is conducive to students' freedom to grow and learn. In order to safeguard this freedom, the University defines and delineates standards of conduct for members of the campus community. Every student who attends Limestone University, by virtue of enrollment, has agreed to comply with these standards and, therefore, to be a cooperative member of the campus community.

The University is committed to maintaining an environment on campus that is safe and secure. In this attempt, the University will exercise any means available to ensure this commitment. Students charged with a violation of campus policy are subject to the disciplinary process and penalties ascribed for violations of the Student Conduct Code. In incidents that violate local, state, and federal laws, the subject will be referred accordingly. All students charged with an alleged violation are guaranteed certain rights including the right of appeal. In cases where a student is a danger to himself/herself, others, and/or property, the President, Provost, or the Dean of Student Life reserves the right to impose a penalty that is effective immediately with the right of appeal suspended until the threat of danger has been eliminated.

Students are expected to know and abide by all the standards, rules and regulations that are published in, but not restricted to, the Gaslight and the Academic Catalog. Students who fail or refuse to comply with these standards will be subject to penalties that may include permanent dismissal from the University.

Standards of Conduct: Charges may result from violations of Sections and/or more specific Codes. A student may be charged for the following:

Section 1.0 Failure to comply with the responsibilities of citizenship; violations of federal, state, or local law

Section 2.0 Cheating; plagiarism; forgery; knowingly furnishing false information

Section 3.0 Theft; unauthorized possession; damaging, or misusing the property of others

- Code 3.1 Unauthorized appropriation of the property of another
- Code 3.2 Forgery or the misuse of Non-transferable Documents or Instruments

- Code 3.3 unauthorized possession and/or use of phone codes, calling cards, credit cards, computer accounts, and passwords
- Code 3.4 Unauthorized possession and/or use of room keys, building keys, or passkeys
- Code 3.5 Unauthorized use of cable television service
- Code 3.6 Vandalizing, destroying, or damaging property belonging to University or to another individual

Section 4.0 Physical or sexual assault; battery; physical or verbal abuse of any person or conduct that threatens or endangers the health or safety of any person on or off University property

- Code 4.1 Verbal abuse is the intentional use of obscene, profane or derogatory language, or the intentional use of an abusive tone or manner directed toward an individual or individuals
- Code 4.2 Harassment is any action, verbal or nonverbal, directed against an individual or individuals, with the intent to berate, humiliate or torment that individual or individuals (Reference pg. 31, Harassment)
- Code 4.3 Threat of physical abuse is conduct that indicates, or reasonably could be understood to indicate, either through speech or actions or a combination of both, an intent to physically injure an individual or individuals
- Code 4.4 Endangering conduct is any act that imperils or jeopardizes the health or safety of any person or persons
- Code 4.5 Physical abuse is any action that physically injures or inflicts physical discomfort on an individual or individuals
- Code 4.6 Making or being involved in the making of prank or unwanted phone calls is unacceptable.
- Code 4.7 Pranks and careless or irresponsible behaviors which cause or have the potential for causing damage to University or personal property, personal injuries, or which infringe upon the rights of others is unacceptable, including, but not limited to water fights, shaving cream battles, indoor sports, etc.
- Code 4.8 Unwanted attempts of contact (verbal or nonverbal), unwanted advances, and/or stalking is prohibited on University-owned or controlled property.

Section 5.0 Using, possessing, manufacturing, distributing, dispensing, or being under the influence of alcohol on University-owned property or controlled property, or during University-sponsored activity on and off campus. Possession of kegs or other alcohol containers, empty or containing alcohol, is prohibited on University-owned property or controlled property. If you have knowledge that alcohol is in the room, whether it's yours or not, you are responsible.

*It is the policy of Limestone University to notify the parent(s) or nearest relative of any student who is found guilty of second and additional alcohol and drug violations. The parent or nearest relative will be notified of the first alcohol or drug violation if the incident involved property damage or personal injury.

Section 6.0 Using, possessing, manufacturing, distributing, dispensing, or being under the influence of unlawful drugs and/or possession of drug-related paraphernalia, on University-owned property or controlled property, or during University-sponsored activity on and off campus. If you have knowledge that unlawful drugs and/or drug-related paraphernalia are in the room, whether it's yours or not, you are responsible.

Upon probable cause, students are subject to drug testing by a University official. Refusal to comply with testing when it is requested will be considered a violation of the University's policy against usage. Being in the presence of, using, possessing, or procuring illegal drugs or drug paraphernalia, and the improper use of prescription drugs is prohibited. Drug testing may be required when a student exhibits behavior that indicates there may be use of illegal drugs. Such "for cause" situations include, but are not limited to: 1) erratic behavior; 2) violent behavior, including altercations; 3) changes in behavior; 4) evidence of physical symptoms associated with drug use; 5) anything that can give someone a reasonable, sincere belief that the individual is illegally using drugs.

Section 7.0 Disorderly conduct or breach of peace on University-owned or controlled property, or during University-sponsored or supervised activities on and off campus.

- Code 7.1 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.

Section 8.0 Unauthorized use of or entry to University building or facilities.

- Code 8.1 No objects may be thrown or dropped from windows, roofs, balconies, or other elevated areas.
- Code 8.2 Climbing, rappelling or related activity is prohibited on campus buildings or structures.
- Code 8.3 Bicycling, skateboarding, rollerblading, and roller-skating are prohibited in all buildings and structures on University property.

- Code 8.4 Propping exterior residence hall doors with rugs, fire extinguishers, chairs, etc and/or altering a door's locking mechanism is prohibited.

Section 9.0 Obstruction or disruption of teaching, administration, or disciplinary proceeding; riots, unauthorized or unlawful demonstrations

Section 10.0 Failure to comply with directives of University officials or disciplinary boards; refusal to respond to a request to report to a University administrative officer, disciplinary hearings, or any summons by authorized University officials

- Code 10.1 Failure to give identification to University officials upon request
- Code 10.2 Failure to exit a building, facility, or other designated area of campus when directed to do so by a University official
- Code 10.3 Inappropriate behavior or tone of voice during judicial proceedings or in meetings with University officials
- Code 10.4 Inappropriate behavior, gesture, or tone of voice directed towards a University official

Section 11.0 Violation of University policies and regulations; inciting others to commit or attempting to commit violations of University policies and regulations

- Code 11.1 Failure to adhere to University Quiet Hour Policy
- Code 11.2 Failure to adhere to University Visitation Hour Policy

Section 12.0 Arson; falsely reporting emergencies; tampering with fires extinguishers; hoses; or other emergency equipment; failure to evacuate in response to a fire alarm

- Code 12.1 Deactivation of residence hall room and common area smoke detectors
- Code 12.2 False activation of fire alert systems
- Code 12.3 Use of candles, incense, or other open flame objects in University-owned or controlled buildings
- Code 12.4 Use of halogen lights in residence hall rooms

Section 13.0 Use, possession, or distribution on campus of firearms, ammunition or shell-casings, air guns, explosives, fireworks, knives, other weapons or facsimile thereof (Reference, - pg. Weapons)

Section 14.0 Obscene, lewd, or immoral conduct that is offensive to the prevailing standards of the University community

- Code 14.1 Inappropriate use of, or display of, obscenities, verbal or nonverbal, on University-owned or controlled property

Section 15.0 Aiding, abetting or inciting others in violations of University policies and regulations or federal, state or local laws; being present without being directly involved, but failing to take preventative action or to inform University officials.

Section 16.0 Registration of parole or probation status:

- Code 16.1 Limestone University students who are under the supervision of a federal or state probation or parole officer at the time of their admission to the University must report their status to the Office of Student Life within 15 days following registration.
- Code 16.2 Any student who is subsequently placed on probation or parole must report this to the Office of Student Life within 15 days following the date the student is placed on probation or parole.

Section 17.0 Respect for privacy. Misuse of recording devices and/or photographic devices.

- Code 17.1 Students are expected to respect the privacy of fellow students, faculty, and staff. Surreptitious use of recording and/or photographic devices are strictly prohibited.

Section 18 Unauthorized distribution of copyrighted material (music, movies, etc...) through use of file-sharing programs on our network is strictly prohibited. Violators could face institutional fines and/or loss network access and may even be subject to civil and criminal penalties such as fines and/or imprisonment. For detailed information concerning this policy, as well as legal alternatives visit www.limestone.edu/p2pcompliance.

BULLYING and CYBER-BULLYING

Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential. Limestone University prohibits bullying and cyber bullying on the basis of traits expressly protected by the federal civil rights laws, including on the basis of gender.

Bullying is defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally. It often includes comments about race, color, national origin, sex, sexual orientation or disability. It often involves an imbalance of power, aggression, and a negative repeated behavior.

Cyber-bullying is when an individual is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones. It may consist of covert, psychological bullying conveyed through web-sites, on-line chat rooms, or multiuser domains where individuals take on different characters and on-line personal profiles. It is verbal (over the telephone or cell phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Examples of Social/Professional Sites are Face Book; MySpace; Link In; Twitter.

Examples of Technology Usage are Prank phone calls; Text messages; Picture Messages; Messages with graphics/sounds

Limestone University will respond promptly, effectively, and equitably to any complaints of bullying and cyber bullying conduct. The University will pursue all necessary and appropriate actions to cease this conduct.

DATING VIOLENCE is committed by a person (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
<http://www.4vawa.org/dating-violence/>

DOMESTIC VIOLENCE includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. (<http://www.4vawa.org/domestic-violence/>)

HARASSMENT

The purpose of the harassment policy is to ensure that all persons will enjoy a safe environment free from unreasonable interference, intimidation, hostility, or offensive behavior on the part of anyone associated with the University. Harassment, sexual or otherwise, is unlawful and will not be tolerated by Limestone University.

The policy of Limestone University is to maintain a learning environment free from all forms of harassment and to insist that all persons associated with the University be treated with dignity, respect, and courtesy.

Pursuant to this policy, any comments or conduct relating to a person's race, gender, religion, age, or ethnic background that fail to respect the dignity and feeling of the individual are unacceptable.

This policy extends to conduct of a sexual nature including sexual harassment, sexual violence, and gender based bullying. This policy includes all faculty, staff, students, and administrators of Limestone University.

Sexual Harassment at Limestone University is defined as unwelcome, gender-based verbal or physical conduct which is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, limiting or denying someone the ability to participate in or benefit from the University's educational program. The unwelcome behavior may be based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.

Quid pro quo sexual harassment exists when there are:

1. unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
2. submission to or rejection of such conduct results in adverse educational or employment action.

Hostile Work Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently/objectively offensive that it alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint.

Retaliatory Harassment is any adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct.

Examples of the above may include but not be limited to:

- Unwelcome or uninvited sexual comments or innuendo
- Oral, written, or electronic communications that are sexually explicit in nature
- Sexually explicit questions, jokes, or anecdotes about gender specific traits
- Sexually suggestive sounds, gestures, gifts, or visual materials such as magazines, pictures, posters, photos, cartoons, or drawings
- Direct or indirect threats concerning sexual favors or the refusal to consent to sexual favors
- Sexual leering, uninvited touching, stroking, or gestures
- Communication of unsought sexual propositions, requests for dates, sexual favors, or lewd remarks or sounds, touching, patting, hugging, brushing up against a person's body;
- Coerced sexual intercourse
- Sexual assault or abuse

This policy extends to comments or conduct of a sexual nature, where such behavior tends to threaten or offend any person under the jurisdiction of the University. This policy also includes harassment via e-mail, FAX, telephone, and any other form of electronic communication.

Verbal or physical conduct of a sexual nature will be considered to be sexual harassment when:

- submission to such conduct is made a condition of an individual's employment, living, or scholastic environment
- submission to or rejection of such conduct by an individual is used as the basis for employment or academic evaluation decisions affecting such individual
- such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an unfriendly or offensive work, living, or academic environment

Limestone University also prohibits harassment towards its employees by persons who are not employed by Limestone University. If a tenant, vendor, repairperson, or other non-Limestone University employee engages in unwelcome words or conduct, please report this to a Limestone University supervisor or administrator so that appropriate preventive steps can be taken.

Limestone University recognizes that persons of both sexes work together and communicate. Although there is no absolute definition of conduct that constitutes sexual harassment in every case, all persons are asked to conduct themselves reasonably in accordance with the preceding guidelines. Limestone University will not tolerate any conduct that fails to comply with the letter and spirit of these guidelines.

HAZING

Limestone University is committed to promoting a campus environment that is just, open, disciplined, and caring. This philosophy supports the educational mission of the institution and our standards for co-curricular programs that facilitate students' development. Limestone University is opposed to any group or organization, registered or otherwise, officially or in fact, that participates in any activity that involves hazing any member of the University community.

Registered organizations and groups shall be permitted certain initiation ceremonies and activities, which, when examined by the ordinary University student, would seem reasonable under the circumstances and justified in view of the purpose for which they are conducted.

The definition of "hazing" is "any conduct or methods of initiation into any student organization, whether on public or private property, which willfully or recklessly endanger the physical or mental health of any student or other person." Such prohibited actions, situations, and activities include, but are not limited to, the following:

1. any brutality of a physical nature, such as paddling, whipping, beating, branding, or forced calisthenics
2. excessive exposure to the elements

3. forced or required consumption of any food, alcohol, drug, or other substance
4. forcing or requiring the theft or damage of any property
5. any activity or situation which would subject an individual to extreme mental or physical stress, such as permitting fewer than six (6) hours of continuous, uninterrupted sleep per night, or forced or required extended exclusion from social contact
6. forced or required conduct which could result in extreme embarrassment, such as nudity;
7. running personal errands for others, such as driving them to class, cleaning their individual rooms and/or intentionally littering or jumbling the house or a room for the person to clean, washing their cars, etc.
8. "Road trips" (dropping someone off to find his/her own way back), scavenger hunts, or kidnaps
9. "Line-ups", including, but not limited to, any activity where individuals are forced to answer questions, memorize stories, poems, or information not directly related to the student organization, or to endure any personal indignity, forcing, requiring, or encouraging the violation of any University policy, Federal, State, or local law. Consent shall not be available as a defense to any other prosecution of this action.

Whoever knows that another person is the victim of hazing and is at the scene of such an occurrence shall, to the extent that the person can do so without danger or peril to himself or others, report such an occurrence to an appropriate University official and/or law enforcement official as soon as reasonably possible.

OFF-CAMPUS CONDUCT POLICY

While the University has a primary duty to supervise behavior on its premises, there are many circumstances where the off-campus behavior of students affects University and community interests and warrants disciplinary action.

Limestone University expects students to conduct themselves in accordance with the law. Student behavior off the premises of the campus that violates any local, state or federal law, or that yields a complaint from others alleging law violations or student misconduct will be reviewed by the University. Upon receipt of a complaint alleging off-campus student misconduct, the President, Provost, or the Dean of Student Life reserves the right to impose a penalty that is effective immediately with the right of appeal suspended until the threat of danger has been eliminated. The Dean of Student Life will review the allegation and pursue an appropriate course of action. Any off-campus student behavior that violates the University Code of Conduct will be subject to disciplinary action following standard University procedures. (Gaslight, p.32)

PARENTAL NOTIFICATION

If a dependent student (as defined by the Internal Revenue Code) is found guilty of violating the Student Code of Conduct and placed on probation or suspension, or is expelled from the University, parents or guardians are automatically notified by letter. In the case of alcohol or drug violations, the parent or guardian will be notified.

SELF-INJURY, THREAT or INDICATION of SUICIDE ATTEMPT

The University policy is designed to help students and their families through a difficult time by ensuring the student's safety and assisting the student. The policy is not intended to punish or cause further distress to an already troubled student. The policy is intended to provide structure for responding to behavior that is of concern to students and staff. The University must consider not only the well being of the individual student, but also the well being of the entire campus community.

Parents and family will be notified in the case of attempted suicide, threat of suicide, or act of self-injury. On-going involvement of parents and family is required in all cases in which the student is allowed to remain enrolled in the University. The specific form of this involvement will be determined through discussion with the student, the student's parents and family, the director of the counseling center and Provost or designee.

The University, upon the advice of its professional staff, may require a student to withdraw temporarily from the University for medical or psychological reasons. For this reason, the University reserves the right to require further evaluation of a student through appropriate professionals, to establish conditions under which a student may continue at the University, and to recommend voluntary or involuntary withdrawal of the student from the University. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reasons, but because the welfare of the individual and the community mandates these procedures.

STALKING

Stalking is a course of conduct that involves a broad range of behavior directed at a victim. The conduct can be varied, but involves actions that harass, frighten, threaten and/or force the stalker into the life and consciousness of the victim. Stalking includes both physical and electronic stalking. The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to— (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. (<http://www.4vawa.org/stalking/>) The components of stalking include both the course of conduct and intensity of the behaviors. Methods of stalking can include, but are not limited to, these methods to intimidate and frighten the object of his/her attentions:

- Persistent phone calls despite being told not to contact in any form
- Waiting at workplace or in neighborhood or around the classes of the victim
- Threats, actual or implied
- Manipulative behavior (for example: threatening to commit suicide in order to get a response to such an “emergency” in the form of contact)
- Sending written messages: letters, emails, and/or graffiti
- Sending gifts from the seemingly “romantic” to the bizarre
- Defamation: lying to others about the victim
- Objectification: demeaning the victim, reducing him/her to an object (which allows the stalker to feel angry with the victim without experiencing empathy)

Limestone University takes stalking very seriously and will vigorously prosecute anyone who is identified as a stalker.

Residence Life

For many students, the residence hall will provide the first opportunity for group living. Group living offers many and varied opportunities and responsibilities. It provides the opportunity to make new friends and to learn more about oneself through relationships with others.

Living with others can be exciting and challenging, but frustrating at times. The most successful living environment is one in which residents show consideration and respect for others. Each resident has a role to play in the establishment of an atmosphere conducive to personal, as well as intellectual development. As is true in any group situation, basic standards are necessary for the convenience and protection of all. The following pages are designed to give information about the opportunities and responsibilities as a resident of Limestone University.

RESIDENCE REQUIREMENTS

Any student wishing to change his/her status from residential to commuting must complete a Change of Status form to gain approval for the following semester. The student must provide a copy of the driver's license of the parent, stepparent, brother or sister; i.e. immediate /blended family, over the age of 21, grandparents, or step grandparents, and this person must sign an affidavit indicating residence at the address of record. If a student meets the requirements to change his/her residency, the recommendation of the Dean of Student Life must be obtained. The University reserves the right to verify the legal residency of immediate family through driver's license, vehicle registration, and/or voter registration records.

Students must be enrolled full-time in Limestone's Day Program to live in the residence halls. Full-time day students may live with immediate /blended family (parent, step-parent, brother or sister over the age of 21, grandparents, or step-grandparents) within a 50-mile radius of the Limestone University campus. (NOTE: Residing with immediate family: Students may receive an exemption to live with a relative limited to parent, grandparent, brother or sister over the age of 21 or legal guardian whose residence is within 50 miles of campus. The immediate /blended family must have established 6 months of residency to qualify. A copy of a state-issued identification for the relative showing the address of the residence and a copy of one of the following must be presented: utility bill, property tax statement, or a lease agreement in the relative's name. Students who are approved for this exemption must live with the named relative and are not permitted to secure their own housing elsewhere.

Full-time day students who are not living with immediate family may live off-campus if they meet one of the following criteria:

- over the age of 21 or will reach age 21 during the academic semester (Fall – Dec. 31st; Spring – June 30th) in which they request to move off-campus;
- have earned 90 or more semester credit hours.

Students who are under academic suspension may not attend classes at Limestone University and may not live in the University residence halls. Students who reduce their academic load to less than full-time (12 semester credits) are subject to termination of their housing contract. One exception applies to seniors who are in their final semester and who require less than a full course load to complete their degree program: they may be registered for fewer than 12-semester credits and continue to live in a University residence hall.

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 University 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.

For more information, visit limestone.edu/studentsuccess or contact Stacey Mason, Dean of Student Success, at smason@limestone.edu.

Health Requirements and Services

HEALTH CENTER

In order to give proper attention to students' physical and emotional health needs, the following policy will be observed:

A "Medical History & Immunization" form must be completed along by the student's family physician prior to enrolling at Limestone University. The health form should be returned directly to the Campus Nurse. This information could be vital in the event of a medical emergency and is necessary before any student can use the University's Health Center. State Law requires all students enrolled in public or private educational institutions to show proof of immunizations before enrollment. All students at Limestone should provide a copy of their immunization records as well to the Campus Nurse prior to the start of semester classes.

Our Health Center is required by law to protect the privacy of personal health information. Upon request, the University will provide you with information about our practices. For information on vaccines, medicines, and lab tests available in the Health Center, stop by to speak with the University Nurse.

The hours of operation for the Health Center at Limestone University are as follows:

Monday – Friday 9:00 a.m. – 4:00 p.m.

Limestone University has a consulting physician, Dr. Todd Morgan. For non-emergency situations, doctors' appointments will be made on an as-needed basis after an evaluation in the Health Center. If the nurse is needed after hours, she can be reached by a Resident Director (RD).

In case of an emergency, students living in a residence hall should report serious illness or injury promptly to an RA or RD and/or the Office of Campus Security; then the student should go immediately to the emergency room at Gaffney Medical Center or call 9-911. The University assumes NO responsibility for the charges incurred by the student for services rendered by the doctor or the hospital.

Personal Liability

The University 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

INTRAMURALS

A division of the Office of Student Life, Intramurals provides a wide variety of opportunities for voluntary participation for all members of the University community: students, faculty, staff, and spouses. However, dependents, alumni, and guests are not eligible. Intramurals are fun, recreational, social and competitive on-campus sports activities.

The goal of our program is to establish a fun and inviting playing environment for all skill levels. If you like sports, there's definitely something for you! These are designed with the everyday athlete, just like you, in mind. This is a great opportunity for you to have some fun and to try that new sport you've always wanted to learn! We have everything from yoga, aerobics, to traditional sports like volleyball, basketball and dodge ball.

Campus Organizations

STUDENT ORGANIZATIONS

Participation in co-curricular activities enhances the University experience. Information on such opportunities is available through the Office of Student Life.

Students who can't find the right organization may start one! With student interest and a charter, students can start an organization.

ACADEMIC

- ALPHA CHI NATIONAL ACADEMIC HONOR SOCIETY - Students who are invited to join this honor society come from the top ten percent of the junior and senior classes enrolled in the Day Program and have earned 60 or more hours at Limestone University.
- ALPHA PSI OMEGA, the honors society for theater.
- ALPHA PHI SIGMA NATIONAL CRIMINAL JUSTICE HONOR SOCIETY. The Alpha Phi Sigma Honor Society requires a 3.2 overall GPA and a 3.2 GPA in CJ courses, with at least 12 semester hours in CJ completed.
- CHI ALPHA SIGMA recognizes student-athletes who receive a varsity letter in their sport while maintaining a 3.4 or higher cumulative GPA through their junior or senior year.
- CRIMINAL JUSTICE CLUB (Gaffney site) is dedicated to the furthering of professionalism and the fostering of assistance and understanding between students, the community, and criminal justice.
- DELTA MU DELTA is an international honor society that recognizes the academic excellence of business, management, and administration students. Students are invited to become members if they are in the top twenty percent of juniors & seniors, who are business majors, and have completed a total of at least seventy credit hours at Limestone University, and have a minimum 3.25 overall GPA.
- ENACTUS (<http://enactus.org>) A community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world.
- HAUS OF ART is a student-led club that encourages the promotion of the visual arts on and off campus. Exhibits, field trips, art talks, community service, movie nights, a departmental newsletter, etc. are discussed. This club is open to all students interested in art.
- HEALTH CARE EXECUTIVE STUDENT ASSOCIATION provides diverse opportunities for personal, professional and leadership development to prepare students for success in the healthcare industry.
- National Association for Music Education (NAfME) is an organization of American music educators dedicated to advancing and preserving music education. Membership is open to any University student interested in music education.
- PHI ALPHA NATIONAL SOCIAL WORK HONOR SOCIETY, Rho Iota Chapter is open to Social Work majors who have completed at least 60 hours of which 15 are Social Work classes and have an overall GPA of 3.0 with a 3.5 in Major classes.
- PHI ALPHA THETA HISTORY HONOR SOCIETY is open to students who have at least 12 hours in history courses, have achieved a GPA of 3.1 or better in all history courses, have a 3.0 overall, and are in the top 35 percent of their class.

- PHYSICAL EDUCATION CLUB is a service group that is open to any student with a major in physical education, sport management, athletic training or a minor in coaching.
- PRE-LAW SOCIETY allows students to connect and have access to important events including campus legal speakers, trips, and law school preparation workshops. In addition, it ensures that students will receive important updates related to preparing to apply to law school
- PSYCHOLOGY CLUB is both an academic and a social organization that provides learning experiences with the psychology field. This group is open to all psychology majors and any student interested in psychology.
- SAINTS ATHLETIC TRAINING ASSOCIATION is dedicated to the promotion of athletic training and sports medicine in the community; promotes professional development through opportunities for professional conferences and workshops. This group is open to any student interested in athletic training, sports medicine, physical therapy and orthopedics.
- SOUTH CAROLINA EDUCATION ASSOCIATION (SCEA) is a vital part of our state's leading advocate for quality public education. They work to ensure a great public school for every child. They are dedicated to assisting education majors and to make your transition from University to workplace.
- SPORTS MANAGEMENT SOCIETY is committed to uniting Sport Management majors in an effort to further the professional advancement of its members and to promote service, academic support, and a social atmosphere.
- STUDENT SOCIAL WORK ORGANIZATION is both an academic and a social organization. The objective of this organization is to enhance the professional development of social work students. It is open to all social work majors and any student interested in social work (Gaffney, Charleston, Columbia, Florence, Greenville, and Aiken locations).
- STUDENT MANAGED INVESTMENT FUND is a fund that researches the financial market, industries and firm performance. Then after performing analysis, students will present opinions to the board as to the investment quality of specific stocks and make recommendations for inclusion into or divestment from the Cline Technology and Scholarship Fund. Taking FI335, a one credit hour course to guide students in their research, is required for participation.

PERFORMING GROUPS

- Contact Dr. Poovey, Professor of Vocal/Choral Music Education (gpoovey@limestone.edu) for more information regarding:
 - Limestone University and Community Chorus
 - Vocal Ensemble
- Contact Joseph Earp, Director of Athletic Bands (jearp@limestone.edu) for more information regarding:
 - The Marching Saints
 - Pep Band (Athletics Band)
- Contact Dr. Carney, Director of Instrumental Studied (pcarney@limestone.edu), for more information regarding:
 - Wind Ensemble (Concert Band)
 - Jazz Ensemble/Combos
 - iPan (Steel Drum Ensembles)
 - Chamber Ensembles
 - Brass
 - Woodwind
 - Percussion
 - Guitar
 - Piano

SPECIAL INTEREST

- BARBELL CLUB (LCBC) compete, regardless of level of ability, locally/regionally and if participants qualify, nationally at the sports of Weightlifting or Powerlifting. All participants must be registered members of USA Weightlifting or USA Powerlifting.
- BLACK STUDENT UNION
- CHRISTIAN EDUCATION AND LEADERSHIP PROGRAM (CELP) is designed to enable you to explore and deepen your faith in Christ, to develop leadership skills, to follow Christ's example of service to those in need, and to relate the practice of Christian faith to your chosen career. Scholarships are available for students who participate. For more information visit: www.limestone.edu/celp.
- CALL Me MISTER Is a servant-leadership program throughout South Carolina for Elementary Education and Early Childhood majors. The program is for minorities who are selected into the program by meeting CMM criteria.

- CAMPUS CRUSADE For CHRIST (CRU) is a community where Jesus Christ captures hearts, transforms lives, and launches students into a lifelong adventure with Him. For more information, visit www.upstatecru.com.
- FELLOWSHIP OF CHRISTIAN ATHLETES (FCA) is the largest interdenominational, school-based, Christian sports organization that focuses on serving local communities by equipping, empowering and encouraging people to make a difference for Christ.
- GAMING CLUB is the branch of the Esports Program which enables any Limestone student to become involved in Esports. Elected student leadership will offer regular in-house events, meetings, and intramural tournaments. Involvement will ensure that students have the option to enjoy Esports and gaming despite their competitive abilities.
- INTERNATIONAL CLUB is open to domestic (USA) and international students and strives to promote intercultural competency, communication, and awareness on the Limestone University Campus and in our community.
- LAMBDA MU SIGMA Fraternity is designed to promote friendship, fellowship, and brotherhood. Furthermore bringing together a select group of men who work cooperatively in matters relevant to one another and the Alma Mater. The fraternity endeavors to further promote social activities on campus and serve the University and community in a humanitarian way.
- LIMESTONE ACTIVITY BOARD (LAB) is a group of students planning activities and events for the campus.
- ONE Rock - LGBTQ Support and Educational Group on Campus.
- STUDENT ATHLETIC ADVISORY COMMITTEE (SAAC): is comprised of representatives from each team in the athletic department that influences the student athlete experience within the athletic department as well as partaking in community service projects on the campus and nationwide.
- STUDENT GOVERNMENT ASSOCIATION (SGA) serves as a channel of communication between students and administration, organizes and motivates the Student Body in appropriate activities, and provides participants with both leadership and problem-solving skills to prepare them for post-University success.
- ZETA BETA THETA Sorority is open to female students who have a 2.0 GPA or higher. The sorority is designed to promote sisterhood, leadership, service, as well as promoting social activities for Limestone University as a whole. Zeta Beta Theta is further designed to bring together women of different backgrounds who will work together cooperatively and respectfully in matters relevant to one another and welfare of our alma mater

Student Government Association

STUDENT GOVERNMENT ASSOCIATION (SGA) serves as a channel of communication between students and administration, organizes and motivates the Student Body in appropriate activities, and provides participants with both leadership and problem-solving skills to prepare them for post-University success.

Safety & Security

The University employs Campus Security officers to supervise and enforce safety and security measures and policies. Their duties include the enforcement of Federal and State Law, City and County Ordinances, and Limestone University Rules and Regulations. As designated Campus Security officers, these persons have the following rights and responsibilities:

- Campus Security has the right and responsibility of reporting all violations of campus, State, and Federal Policies and Laws.
- Campus Security officers have the right to detain and question any person on University property. If stopped by Campus Security, a student should fully cooperate with the officer and respond to questions and requests for name and ID. Failure to do so could result in disciplinary action.
- Campus Security maintains the right to search campus and personal property and to confiscate contraband that is in violation of campus policy, that is illegal, or that may be used as evidence in a disciplinary or police investigation.
- Campus Security has the authority to use reasonable force when necessary to accomplish its duties.
- Campus Security reserves the right to contact local law enforcement agencies to assist in the performance of their duties.
- Campus Security officers have the legal authority to arrest individuals when it is essential to the safety of persons and property.

Other individuals on campus authorized to supervise and enforce safety and security measures and policies are RAs, Resident Directors, Director of Residence Life & Housing, Dean of Student Life, Vice President for Financial Affairs, Provost, and President.

Campus Security is on duty seven days a week, 24 hours a day. During regular office hours, the Office of Student Life and/or the Office of Campus Security should be notified of security violations or requests for service involving students. The Vice President for Financial Affairs has the staff responsibility of Campus Security oversight and should be consulted about security issues.

Limestone University is fortunate to be located in an exceptionally safe community with convenient police and fire coverage. However, every individual must be aware of potential hazards. Recommended precautions include, but are not limited to the following:

- Students should insure personal property. In some situations, homeowner's insurance will cover property in a University residence hall. If this is not the case, renter's insurance policies are available at reasonable costs.
- Students should keep their doors locked at all times.
- Students should make an itemized list of and engrave valuables.
- Whenever possible, students should refrain from bringing valuable items with them.
- Students should avoid leaving messages that they are not in their rooms.
- Students should secure or report entrances that are propped open or unlocked.
- Students should not lend keys to other individuals.
- Students are expected to respond to all fire alarms. Failure to do so will result in disciplinary action.
- Students should report anyone tampering with fire safety equipment immediately.
- Students should walk in groups and park in well-lit areas.
- Students should be aware of and alert to their surrounding environment.
- Students should report any suspicious activity immediately to Campus Security or the Office of Student Life

Drug-Free Schools Act

ALCOHOL AND DRUG POLICY

Limestone University is required by the Drug-Free Workplace Act of 1988 (Public Law #100-690) and the Drug-Free Schools and Communities Act of 1989 to formulate and to publish a policy regarding the use and abuse of drugs and alcohol. The University's policy seeks to maintain a safe and healthy environment for its students and employees and to support State and Federal Laws (refer to Appendix E, pg. 48) governing the use of drugs and alcohol. All members of the University community are expected to comply with the policy stated below.

REGULATIONS CONCERNING THE USE OF ALCOHOL AND DRUGS

The unlawful use, consumption, ingestion, possession, manufacture, distribution, or dispensing of alcohol and illicit drugs is prohibited on University-owned or controlled property as stated by State and Federal Law. The uses, consumption, ingestion, possession, distribution, manufacture, or dispensing of alcohol or illicit drugs by all persons is prohibited in residence halls and other campus facilities. No alcohol or illicit drug can be used, possessed, distributed, manufactured, or dispensed at University-sponsored events or activities, on or off-campus. A University-sponsored event or activity includes, but is not limited to, those by athletics, academic departments, fraternities, sororities, and other chartered clubs and organizations. It also includes transit to and from the event when the transportation is arranged and coordinated by the sponsoring group or organization, or when University-owned vehicles are used.

Financial Aid Office has asked to remind you of the following Federal Student Aid funding policy:
<https://my.limestone.edu/offices/financial-aid/policies>

Notice of Federal Student Financial Aid Penalties Drug Law Violations

SUBSTANCE ABUSE

Any individual who seeks counsel or referral for problems with substance abuse is encouraged to utilize the services and professionals within the University and the community. Limestone University recognizes that substance abuse is unhealthy and encourages and supports preventative measures. Confidential counseling and advice is available through the Counseling Center, Office of Student Life, or University Chaplain.

VIOLATIONS OF THE ALCOHOL AND DRUG POLICY

Individuals who are found guilty of violating the University's policy or State and Federal Laws are subject to penalties that may include immediate discharge (if an employee) or suspension from the University. Conduct that is unbecoming, disorderly or destructive while under the influence of alcohol or drugs will be under the jurisdiction of the Office of Student Life and will follow the usual judicial procedures.

Online Forums

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

GENERAL GRADUATION REQUIREMENTS

Competency & General Education Courses

The following is a list of competencies and general education courses that must be completed by all degree-seeking students, based on Limestone's Requirements for Graduation (45-51 credit hours total):

SLO1: Communication

Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required) EN100** (as needed); EN101 and EN102, or EN103; and EN105. If 103H is taken, 103H and 105 are required.

SLO2: Literary Comprehension

Comprehend, demonstrate, or articulate the value inherent in a literary creation (3 credit hours). Choose one from those listed below.

EN201 - Experiences in Literature
EN202 - Major British Authors I
EN203 - Major British Authors II
EN204 - Major American Authors I
EN205 - Major American Authors II
EN206 - Continental European Literature
EN220 - American Women Writers
EN311 - Studies in African-American Literature
EN312 - Southern American Literature

SLO3: Fine Art

Students will be able to comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation (3 credit hours). Choose Any ME course or one from the following:

AR101 - Basic Drawing and Composition
AR102 - Figure Drawing
AR103 - 2D Design

AR200 - Photography
AR208 - Fundamentals of Sculpture
AR210 - Ceramics I
AR211 - Ceramics II
AR213 - Crafts
AR240 - Art Appreciation
MU100 - Class Piano for the Non-Major
MU104 - Class Guitar for the Non-Major
MU205 - Music Appreciation
MU208 - Music Survey
EN232 - Creative Writing Prose/Hybrid/Graphic
EN240 - Introduction to Film Studies
EN340 - Topics in Film
PE135 - Ballet Dance I
PE136 - Tap Dance I
PE137 - Modern Dance
PE138 - Jazz Dance
TH101 - Drama Appreciation
TH102 - Acting: Basics
TH103 - History of Theatre
CM103 - Narratives Across Media
AR110 - Introduction to Digital Tools and Media

SLO4: History

Students will use historical perspectives to analyze past events (3 credit hours). Choose one course from the following:

HI110 - World Civilization I
HI111 - World Civilization II
HI112 - United States History I
HI113 - United States History II
HI214 - Non-Western Civilizations

SLO5: Social Science

Use social, political, global, or cultural perspectives from the study in the social sciences or foreign languages to analyze present-day issues, and forces shaping the future. (3 credit hours) Choose from the courses listed below, any Global Experience Course (IS201-222), or any foreign language.

BA103 - Introduction to Business
CJ201 - Introduction to Criminal Justice
EC204 - Macroeconomics
EC211 - Economic Geography
EC350 - United States Economic History
HC311 - Politics of Health Care
HI110 - World Civilization I
HI111 - World Civilization II
HI112 - United States History I
HI113 - United States History II
HI214 - Non-Western Civilizations
HI303 - Critical Issues of the New Millennium

HI321 - The Birth and Death of the Soviet Union
HI325 - Latin American History
HI334 - The American South
HI338 - African-American History
HI341 - Colonial and Revolutionary America
HI344 - America between the Gilded Age and the Second World War
HI345 - America in Recent Times
HI346 - US-Middle East relations, 1914-present
HR103 - Introduction to Human Resource Management
HS101 - Introduction to Public Health
IS150 - Global Issues
PO101 - Introduction to Political Science
PO242 - American National Government
PO243 - State and Local Government
PO341 - Comparative Governments
PO342 - International politics
PS101 - Introduction to Psychology
SO201 - Introduction to Sociology
SO202 - Contemporary Social Problems
SW101 - Introduction to the Helping Professions

SLO6: Mathematics

Students will be able to demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems by choosing one course from those below (3 credit hours).

Note: If a student does not meet the Limestone's entrance math requirement, and their major requires MA115 or MA116, they will be required to take MA114 as a prerequisite.

MA110 - Mathematics for the Liberal Arts
MA111 - Mathematics for Teachers I
MA112 - Mathematics for Teachers II
MA114 - Intermediate Algebra
MA115 - College Algebra
MA116 - Mathematics for Business & Economics
MA122 - Precalculus
MA200 - Elementary Statistics
MA205 - Calculus I

SLO7: Lab Science

Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles into the student's field of study. One lab science (4 hours required.)

SLO8: Computer Science

Apply the scientific method as an analytical problem solving or general inquiry model and integrate appropriate information technologies into the student's field of study. One computer science (100-level and above) (3 hours required.)

SLO9: Wellness

Students will develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness (2 credit hours). Choose from any PE activity course or those listed below.

PE150 - Racquetball
PE201 - Personal and Community Health
PE202 - First Aid and CPR/AED
PE210 - Basic Care and Prevention of Athletic Injuries
PS105 - Psychology of Adjustment
PS202 - The Influence of Sexual factors on Behavior
PS204 - Human Growth and Development
ME136-436 - Band Ensemble
SW206 - The Influence of Sexual Factors on Behavior

SLO10: Ethics Requirement

Students will be able to demonstrate an understanding of the role of values and ethics in decision making (3 credit hours). Choose one from the following:

BA310 - Ethical Issues in the Workplace
CJ325 - Ethics in Criminal Justice
ED310 - History and Philosophy of Education
HC210 - Ethics and Professionalism in Health Sciences
HI309 - Holocaust Studies
HI315 - Religion in American History
HS210 - Ethics and Professionalism in Health Sciences
PL201 - Introduction to Philosophy
PL210 - Basic Systems of Logic
PL211 - Contemporary Ethical Issues
PL310 - Ethical Issues in the Workplace
RE202 - Life and Letters of Paul
RE203 - Spiritual Formation I
RE205 - Christian Ethics and Contemporary Issues
RE210 - World Religions
RE221 - The Old Testament
RE222 - The New Testament
RE225 - Christian Heritage I
RE301 - The Koran and The Bible
SC201 - Science and Religion
SC203 - Great Themes of Science
SW230 - Social Work Ethics

CMP1: First-Year Critical Thinking Requirement

During their first year of college, students will complete a critical thinking skills course, choosing from those below. (3 credit hours)

ID150 - Academic Inquiry
ID160 - Academic Honors Seminar
ID201 - Transition Success

CMP2: Critical Thinking Requirement

Students will develop and refine their higher-order thinking skills (3 credit hours). Must be junior standing (60+ credit hours).

ID301 - Critical Thinking

CMP3: Writing Excellence Requirement

Achieving Writing Excellence (AWE) Writing Intensive Courses (minimum 3 credit hours). Students transferring EN101 only must complete two courses. Courses which are AWE Writing Intensive Courses state "This course is writing intensive." in the course description.

*Note: Course(s) must be completed with a grade of "C" or better.

**Note: Course may be waived based on:

- SAT Scores - 440 on the verbal section to waive EN100, and 500 on the mathematics section to waive MA114
- ACT scores - 18 on the writing or English section to waive EN100, and 18 on the mathematics section to waive MA114
- Limestone College placement exam for English and/or Math
- Transfer credit from another regionally accredited college or university.

Requirements for Graduation

To graduate from Limestone University 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. Thirty (30) credit hours of the baccalaureate degree and fifteen (15) credit hours of the associate degree must be Limestone University courses. For students who are involved in a Military Program recognized by Limestone, this requirement may be waived.

I. Verbal and Quantitative Skills Requirements

1. 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. (If for any reason a student withdraws from EN 100, EN 101 or EN 102, they are expected to reenroll the next term/semester.) Each student who has not completed the equivalent of the Limestone communication requirement will take a written verbal skills examination during orientation. If major deficiencies are assessed, additional coursework 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 Writing placement exam.)
2. 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.

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 state "This course is writing intensive." in the course description.

III. General Education Requirements

1. 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 University. 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 University. 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 an awareness of an integrated core of knowledge.
 - The general education requirements cover the main areas of academic study which the University 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 after being unenrolled for a period of 36 months, the student must complete the general education requirements in effect when he/she re-enrolls.
2. 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 University. 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 University. Specifically, the general education requirement is intended to provide the student a liberal education that encourages the development of informed involvement in the changing world, to develop an appreciation of different modes of learning, and to develop an awareness of an integrated core of knowledge.
 - The general education requirements cover the main areas of academic study which the University 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.
3. General Education Student Learning Outcomes (SLO) and Required Courses for Baccalaureate and Associate Degrees
 - SLO1. Communication: 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;
 - SLO2. Literary Comprehension: Comprehend, demonstrate, or articulate the value inherent in literary creation. (3 hours required). One course selected from English 201, 202, 203, 204, 205, 206, 220, 311W, 312;
 - SLO3. Fine Arts: Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required) Art 101, 102, 103, 110, 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;
 - SLO4. History: Use historical perspectives to analyze past events (3 hours required). One course selected from HI 110, 111, 112, 113, 214.
 - SLO5. Social Science: Use social, political, global, or cultural perspectives from the study in the social sciences or foreign languages to analyze present-day issues, and forces shaping the future. (3 hours required). 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; or any Global Experience Course (IS201-222).

- SLO6. Mathematics: 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, 200, 205;
- SLO 7. Lab Science: Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles into the student's field of study. One lab science (4 hours required.);
- SLO 8. Computer Science: Apply the scientific method as an analytical problem solving or general inquiry model and integrate appropriate information technologies into the student's field of study. One computer science (100-level and above) (3 hours required.);
- SLO9. Wellness: 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;
- SLO10. Ethics: 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, HC210, HI 309, HI 315, HS210, 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 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 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 Quantitative Skills placement examination).

1. Baccalaureate Degrees.

a. 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.

2. Associate Degrees.

a. 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 Page 42 of 253 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.

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 University 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 University's academic programs and to identify and eliminate academic deficiencies in fundamental mathematical skills, reading, writing, oral communication, and basic use of computers.

1. 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 the completion of English 105, Fundamentals of Public Speaking.)

2. 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. 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.

Deadlines:

- May commencement - December 1. Applications will be accepted until December 31 with a late fee of \$100.00.
- December commencement - May 1. Applications will be accepted until May 31 with a late fee of \$100.00.
- Summer conferral - August 15.

VII. Limestone University Graduation Process

Limestone 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 40 semester hours. For a Bachelor's degree, the student should apply after earning 90 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 December 1st; for December, it is May 1st. Applications will be accepted after these dates up to December 31st and May 31, 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 University's awarding of a degree is conditional upon completed coursework with appropriate GPA, the satisfaction of all financial obligations, and compliance with University 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 University 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.

Advisors

The University 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.

Associate's Degree Programs

Limestone offers the following associate's degrees at the undergraduate level to students. Our associate's degrees typically take 2 years and a minimum of 62 credit hours to complete.

aster's Degrees

MASTER'S DEGREES

mestone offers the following master's degree with two separate concentrations at the graduate level to students who are in the process of completing or have completed an undergraduate degree. Our master's degrees typically take 2 years and a minimum of 36 credit hours with a 3 PA to complete.

Master of Business Administration (M.B.A.)

M.B.A. - Health Care Administration Concentration

aster of Business Administration (M.B.A.)

he Health Care Administration concentration of the Master of Business Administration program offers the opportunity to expand skills in accounting, Financial Management, Management, Leadership, Organizational Development, and Quality Management. Students will continue ie development of their decision-making, leadership, motivation, problem-solving, and teamwork skills. The Health Care Administration concentration of the Master of Business Administration degree program is designed to prepare students for management and leadership ositions in health care institutions, and to provide continuing educational opportunities for those persons already so employed.

mestone's MBA program requires a total of 36 hours.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses.

M.B.A. - Management & Leadership Concentration

aster of Business Administration (M.B.A.)

he Management and Leadership concentration of the Master of Business Administration program offers the opportunity to expand skills in accounting, Financial Management, Management, Leadership, Organizational Development, and Quality Management. Students will continue ie development of their decision-making, leadership, motivation, problem-solving, and teamwork skills. The Management and Leadership concentration of the Master of Business Administration degree program is designed to prepare students for management and leadership ositions in business, government, industry, and nonprofit institutions, and to provide continuing educational opportunities for those persons .ready so employed.

Limestone's MBA program requires a total of 36 hours.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses.

M.B.A. - Sport Management Concentration

Master of Business Administration (M.B.A.)

The MBA - Sport Management degree program combines a superior, rigorous graduate business curriculum with a concentration on the business of sport. This program is tailored to those who have the drive, passion, and hunger needed to succeed in the competitive world of sports. Earning an MBA in sports management is the perfect route for those who work hard and have an intense enthusiasm for furthering their knowledge on the business aspect that occurs behind the scenes and off the field.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses which includes the MBA required core courses.

Master of Science (M.S.)

M.S. - Health Informatics

Master of Science (M.S.)

Health informatics is defined as the knowledge, skills, and tools that enable information to be collected, managed, used, and shared for supporting the delivery of healthcare services and promoting health. Health informatics is one of the fastest growing segments of information technology and computer science. It is an application of information technology and computing disciplines for solving the problems in the field of healthcare. The need to reduce cost and increase efficiency within healthcare sectors is leading to the development of new healthcare concepts like managed care. Recent development in healthcare sector creates the need for data collation and analysis, thereby strengthening the need for adequate information systems. Although, the role of information technology within healthcare sector is gaining importance, understanding of its potential still remains fragmented.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 30 credit hours consisting of the following courses.

M.S.A.T. - Master of Science in Athletic Training

Master of Science (M.S.)

The Master of Science in Athletic Training at Limestone University is a vigorous 60 credit-hour graduate program that takes place over 24 months in face-to-face and hybrid formats to prepare students to earn the certified athletic trainer credential. Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATs comprise of prevention, emergency care, clinical diagnosis,

therapeutic intervention and rehabilitation of injuries and medical conditions. ATs work under the direction of physicians, as prescribed by state licensure statutes.

Students are provided with academic instruction and hands-on clinical experiences as well as learning alongside other healthcare professionals.

Goals

Goal 1: Students will demonstrate ethics and professional behaviors.

Goal 2: Students will develop the professional knowledge, skills, and attributes necessary for employment as an entry-level athletic trainer alongside other healthcare professionals and administrators.

Goal 3: Students will learn how to synthesize and utilize evidence-based practice and advance their critical thinking and decision-making skills.

Goal 4: Students will effectively communicate and interact with health professionals in a variety of settings.


Goal 5: Students will become familiar with applying the social determinants of health with healthcare informatics and literacy.

Goal 6: To foster students' development in evaluation, treatment and rehabilitation techniques and apply skills in diverse patient populations.

Mission Statement

The mission of the Master of Science in Athletic Training Program is to develop and foster the professional preparation of future athletic trainers. The program aims to produce competent clinicians with the ability to operate in an inter-professional environment that is founded on evidence-based principles. The program encourages personal and professional growth through ethical decision making, and critical thinking underpinning the ideals of the University.

Accreditation

 Commission on Accreditation of Athletic Training Education

Limestone University's Undergraduate Athletic Training Program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street NW, Third Floor North, Washington, DC 20006 USA.

The program intends to apply to the CAATE for a change in level of degree in **February 2022**.

Admission Requirements

Admission to Limestone University's Master of Science in Athletic Training Program is highly competitive. Admission decisions on:

- Official transcript of undergraduate or graduate degree from a regionally accredited college or university.
- Completed prerequisite coursework with a grade of "C" or better in the following areas: Anatomy and Physiology or Anatomy and Physiology I and II, Chemistry, Physics, Nutrition, Psychology, Kinesiology, Exercise Physiology, Medical Terminology, and Statistics;
- Cumulative undergraduate grade point average (3.00 minimum) per official transcript;
- 50 observation hours under a certified athletic trainer;
- Proof of Emergency Cardiac Care certification (American Heart Association BLS for the Healthcare Provider or American Red Cross Professional Rescuer);

- A completed application at limestone.edu/apply
- Signed Technical Standards form;
- Two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the required observation hours);
- An interview (to be scheduled after application review).

Employment Settings

- Public and private secondary schools, colleges and universities, professional and Olympic sports
- Youth leagues, municipal and independently owned youth sports facilities
- Physician practice, similar to nurses, physician assistants, physical therapists and other professional clinical personnel
- Rural and urban hospitals, hospital emergency rooms, urgent and ambulatory care centers
- Clinics with specialties in sports medicine, cardiac rehab, medical fitness, wellness and physical therapy
- Occupational health departments in commercial settings, which include manufacturing, distribution and offices to assist with ergonomic
- Police and fire departments and academies, municipal departments, branches of the military
- Performing arts including professional and collegiate level dance and music

Degree Requirements

M.S.N - Master of Science in Nursing

Master of Science (M.S.)

The Master of Science in Nursing (MSN) is an attractive, advanced health professional degree that serves to meet the needs of society with a current, evidence-based, and experiential nursing science curriculum with a focus on administration.

Master of Social Work (M.S.W.)

M.S.W. - Master of Social Work

Master of Social Work (M.S.W.)

MASTER OF SOCIAL WORK PROGRAM MISSION STATEMENT

Since 1985 the Bachelor of Social Work Program has been fully committed to the essential beliefs and values representative of Limestone College as a liberal arts institution. This heritage is the foundation for the Master of Social Work (MSW) degree program at Limestone College. This program is currently under candidacy with the Council on Social Work Education (CSWE). When the program completes the developmental work required by CSWE the program will be accredited. Course work for accepted students will begin in the fall of 2020. The MSW program will serve as a specialization, Advanced Generalist Practice in Mental Health. Students are required to develop competency in areas specific to the nine core competencies cited by the Council on Social Work Education (CSWE). Students are expected to excel in written and oral presentation, to demonstrate competency in the development of professional and ethical practice, to engage in effective practice with differences and diversity, and to promote social and economic justice through client advocacy. Further, the program's mission is to prepare students who can demonstrate, through practice, knowledge of the professional self, appropriate social work values, ethics, and interpersonal skills to improve quality of life and affect social change. These practice skills and competencies will be applied especially in practice with those members of society identified as marginalized, at risk, or forgotten. Lastly, the program promotes and supports the organizational belief and value of intellectual maturity, respect for the individual's culture and professional self-awareness.

THE GOALS OF THE SOCIAL WORK PROGRAM ARE:

To prepare students with a (BSW) Degree in Social Work from a CSWE accredited college or university program, for employment as an advanced generalist social worker. The mission of the MSW Program is to educate students to become competent advanced practice social workers. Further, to train students to utilize critical thinking skills to assess the influence of multiple and interlocking personal, structural, and societal systems of power on marginalized populations while in the process of treatment planning. The program incorporates the use of advanced social work theories and methodologies for culturally relevant assessment, intervention, and evaluation at multiple levels of complexity. Theories are examined across these systems and tested in field placement in order to promote human and social wellbeing. The use of an empowerment practice affirms the strengths and capabilities of people, values human diversity, and promotes social justice.

To provide access to graduate-level social work education to diverse individuals and groups of students. Especially for those 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 students 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. The program seeks to provide 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. Further, the program employs a global overview of the use of best practices in various practice environments.

Degree Requirements

- 1. Complete required courses with a B average (3.0 GPA)
- 2. A total of 36 credit hours consisting of the following courses.

Notes: SW505, 513, 589A, and 589B are foundation courses, and are required for students without a Bachelor of Social Work.

Degree Majors and Concentrations

The Limestone academic programs are conducted within the framework of four Schools: School of Arts and Humanities, School of Education and Behavioral Sciences, School of Natural and Health Sciences, School of Business and Professional Studies. The following disciplines offer baccalaureate and/or associate degrees. Some majors offer specialized concentrations within a major.

Discipline	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/General	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.

Discipline	Major/Concentration	Degree
	Business Administration/Management	B.S.
	Business Administration/Marketing	B.S.
Chemistry	Chemistry	B.A., B.S.
Computer Science	Computer Science/Programming	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.S.
	Criminal Justice/Law	B.S.
Childcare Management	Childcare Management	B.A.
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., B.A., B.S.
Mathematics	Mathematics	B.S.
	Mathematics Education (Grades 9-12)	B.S.

Discipline	Major/Concentration	Degree
Music	Music	B.A.
	Music/Jazz	B.A.
	Music Education (Grades K-12)	B.A.
Nursing (RN to BSN only)	Nursing (Pending SACS-COC Approval)	B.S.N.
Physical Education	Physical Education/Exercise Science	B.S.
	Physical Education/General	B.S.
	Physical Education/Strength and Conditioning	B.S.
	Physical Education/Teacher Education (Grades K-12)	B.S.
Professional Communication	Professional Communication	B.A.
Psychology	Psychology	B.S.
Social Work	Social Work	B.S.W.
Sport Management	Sport Management	B.S.
Theatre	Musical Theatre	B.A., B.F.A.
	Theatre	B.A.
	Theatre Studies	B.F.A.
	Theatre Studies: Design/Tech/Management	B.F.A.
	Theatre Studies: Performance	B.F.A.

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

Guidelines for Major Programs

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 30 additional hours of Limestone credit for a minimum of 150 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 credit 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 15 Limestone credit hours towards an Associate Degree and an additional 30 Limestone credit hours towards a Bachelor's Degree.

Minors

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

A student returning to complete a minor after he or she has graduated must complete an additional 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 and Information Systems Security, Counseling, Criminal Justice, English, Health Care Administration, History, International Studies, Mathematics, Military Science, Music, Professional Communication, Physical Education, Psychology, and Theatre.

SPECIAL PROGRAMS

Learning Enrichment & Achievement Program (LEAP)

In addition to free, reasonable accommodations through the Accessibility Office, Limestone University offers a comprehensive support program, LEAP (Learning Enrichment & Achievement Program), for Day Campus students with learning and attention challenges. LEAP students meet weekly with LEAP staff and have access to an organizational coach and learning specialist. LEAP 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. LEAP is only offered during the regular academic year and only at the Day Campus of Limestone University in Gaffney, SC.

Online Writing Lab (OWL)

The Limestone Online Writing Lab (LC OWL) is the virtual extension of the Writing Center on the main campus. The LC OWL offers live peer tutorial sessions to all Extended Campus students. When you visit the LC OWL, you will engage in a real-time chat with a writing consultant who will help you decide how to improve the essay or other writing assignments you are working to strengthen or complete.

For more information, visit <https://my.limestone.edu/academic-resources/writing-help>

Upswing Tutoring

Limestone is proud to partner with Upswing Tutoring to provide professional tutoring services for select quantitative focused classes.

Please visit <https://my.limestone.edu/academic-resources/support/tutoring> for more information.

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 University VA Office.

Students who are using Veterans benefits need to be aware of the full-time requirements for different formats that Limestone 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.
- Evening Program --- enrolled in two 8-week courses per term in order to qualify for benefits.
- Online Program --- enrolled in two 8-week courses per term in order to qualify for benefits.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using the U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

Provide written request to be certified; Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Christian Education and Leadership Program

The Christian Education and Leadership Program serves **Day Campus 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

Limestone offers undergraduate preparation for entry into medicine, a variety of professions related to medicine and health care, and law to **Day Campus Program Students**.

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 the approval of the appropriate Division Chair and the Provost. Independent Studies will carry from 3 to 6 hours credits. Students will be limited to 12 semester hours total of independent studies during their career at Limestone. Offered in all disciplines.

Coordinated Study

A coordinated study course may be offered to a junior or senior student by a Limestone faculty member when the student's special circumstances do not allow enrollment in a classroom or the 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 seven and a half weeks and consist of at least eight (7) 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. 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 the Provost.

1. A student must submit a written application for Coordinated Study on the appropriate form available in the Registrar's Office, Online Office, or on the Limestone 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 Dean of the appropriate college.
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 school dean, and the Provost 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).

Honors College

The Honors Program was established at Limestone in 1983 to create a challenging academic environment for gifted and special ability Day Campus students. In 2021, the Honors Program transitioned to an Honors College.

The minimum requirements for admission into the Limestone University Honors College include:

- Score of 1100 on the SAT or 22 on the ACT.
- If a prospective first year Honors student has a 3.5 GPA but has NOT taken a standardized test due to COVID-19, then that student's transcript must demonstrate high achievement in multiple dual-enrollment/International Baccalaureate, and/or Advanced Placement classes to be eligible to apply to the Honors College (a prospective applicant's transcripts will be evaluated by the Honors College dean and Honors Committee).
- High School Grade Point Average of 3.5 (unweighted on a 4.0 scale)

A transfer student (with less than 65 hours) with a score of at least 1,100 on the SAT or a minimum score of 22 on the ACT and who has achieved at least a 3.5 Grade Point Average at their previous institution may apply for admission into Limestone's Honors College.

Transfer students (with less than 65 hours) in good standing within their previous institution's Honors Program/College are also eligible to apply for admission into Limestone's College.

Finally, all prospective Honors students must fill out the application, complete the assigned essay, have a Zoom interview with the Honors Dean or an Honors Committee member, and have a reference fill out a letter of recommendation that addresses the student's fit to the Limestone University Honors College.

Retention in the Honors College 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.

Curriculum (28 credit hours total):

- ID120-420: Honors Colloquium - 1 credit hour repeated every Fall semester. (4 credit hours total) ·
- ID160: Academic Honors Seminar (3 credit hours)
- EN103: Honors Writing Seminar (3 credit hours)
- EN110: Advanced Public Speaking (3 credit hours)
- EN221: Seminar in Literary Studies (3 credit hours)
- ID295: Special Topics in Honors (3-6 credit hours) will be taught as an interdisciplinary course. Students themselves will help suggest topics which the students themselves will help create. Students will have three opportunities to take the course.
- Honors Course(s) in Major (3-6 credit hours*) - Depending on the major, students will be required to either complete an honors course in their major or an additional 3 credit hours of ID299. · ID425: Honors College Capstone (3 credit hours)
- Complete five (ten) hours of volunteer hours during the sophomore (and) junior years and (five during the senior year, which must be completed by the end of the Fall Semester Senior year).

*Note: Music Education majors will have a slightly modified Honors College curriculum, and the last three credit hours in the Honors Program will be determined by the dean of the Honors College.

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 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 Program

The Online Program provides educational opportunities for working adults wishing to complete a baccalaureate degree. The Online 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 Program has special reduced tuition, and Federal and state financial aid are available for qualified students. In addition, all classes are taught in 7½ -week terms. Students in the Online Program may take two courses during each term. New students may begin taking classes during any of the 6 terms.

The Online Program has Student Service Centers in Charleston, Columbia, Florence, Gaffney, and Greenville. These sites serve as local support for online students throughout the state of South Carolina.

Courses in the Online Program have the same content as those taught in our traditional on-campus face-to-face classes, except that the delivery of the content is via the Internet. The use of computers and other technology has allowed this delivery mode to proliferate 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 Program offers majors in Business Administration, including concentrations in areas such as accounting, finance, management, marketing, and general business. Computer Science majors may concentrate in areas such as Management Information Systems, Programming, or System Security. Criminal Justice, Health Care Administration, Human Resources Management, Nursing (RN-BSN only), Psychology, Social Work, and Liberal Studies majors are offered as well. Students should note that not all majors are offered online. For a complete list of majors available go to <https://www.limestone.edu/admissions/online> and select “Choose Your Degree”.

The attendance policy for the Online Courses is listed under the heading of Class Attendance and should be included in course syllabi.

For registration, information, and the current schedule of Online Courses, please contact the Online Program office or view the home page at <https://www.limestone.edu/online-degrees>.

All Online students must apply and be accepted (please see Admission Procedures) for admission to Limestone. 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 is usually accepted as recommended by the American Council on Education (ACE), as appropriate to the Limestone curriculum.

For more information, please contact:

Limestone University - Online Program

Gaffney, South Carolina 29340

Toll-Free - 1-800-795-7151

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

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.

Teacher Education Program

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 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 in which the degree program is administered.
6. Gain approval from 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 the 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 an 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.

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 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 Arts and Humanities Division. The program must be approved by 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.

Academic Procedures Overview

The semester credit hour is the basic unit used by Limestone University 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 Evening programs (8-week sessions) use identical student learning outcomes and course expectations as the equivalent traditional 15-week courses. Limestone 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	N/A	Passing
S	N/A	Satisfactory
Non-Passing Grades	(No Credit Awarded)	
F	0	Failing
W	N/A	Withdrew
WP	N/A	Withdrew passing
WF	0	Withdrew failing
IP	N/A	Work in progress
I	N/A	Incomplete
U	N/A	Unsatisfactory
AU	N/A	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 requested by the student and approved by the instructor and the Dean, 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 (minimum of 75%) in the course must collectively be at the passing level or above. The mark of "I" must be removed within 30 days from the end of term. 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. In determining the Grade Point Average the mark of "I" (Incomplete) will not be considered.

"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.

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 4th 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 University 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 University, is not taking reasonable advantage of the opportunity in higher education.

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

- Complete 67% of the credits attempted each semester.

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

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

Class Standing	Credit Hours	Minimum Cumulative GPA
Freshman	0-29	1.3
Sophomore	30-59	1.6
Junior	60-89	1.8
Senior	90-120	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'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 University.

Students who fail to achieve the minimum academic standards of the University will lose eligibility for Federal Aid. The student who is suspended from the University 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 University 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, an 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 University with or without Title IV aid, the student remains on probation and has only one semester to meet minimum academic standards.

Academic Forgiveness Policy

A student may repeat up to five courses to improve grades for GPA and programmatic purposes. Beginning with the sixth attempt, all attempts will be counted into the GPA calculation. Multiple repeats of the same course will count toward the five allowed attempts. In the first five attempts, only the most highest grade will be counted in computing the Limestone University cumulative GPA, although all grades will remain on the official transcript.

Academic forgiveness policy is not applicable in the replacement of the grade "NF" issued for academic misconduct. All programmatic policies supersede this policy.

Students must apply for academic forgiveness by completing the request form located in the Halo. All request must be approved by the advisor and registrar prior to the beginning of the course.

Disruptive Behavior

Disruptive behavior is any behavior that, in the instructor's judgment, interferes with the ability to conduct the 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/Summer Work at Other Institution

Limestone students desiring to take coursework as a transient student at another college must seek transient permission by the Registrar or Provost 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. Approval must be granted prior to completing the course for transfer credit to be awarded.

For approval to be granted:

- A grade for the course at Limestone has not been assigned including a grade of "W", "WP", "WF", or "NF".
- The course is not part of their 15 hours for an Associate Degree or 30 hours for a Bachelor Degree at Limestone,
- All prerequisites for the course have been met at Limestone,
- The student is in good standing, academically and financially, and

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

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 appropriate Academic College Dean using the online grade appeal form on the Limestone University website. Appeals must be submitted to the appropriate Academic College Dean 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 appropriate Academic College Dean.

Grade Release Policy

Grades are no longer mailed but are available on the JICS Portal (a secure website available from the Limestone.edu 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

1. Statements of Beliefs. Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain absolutely from lying, cheating, and stealing.
2. Responsibility. The responsibility for maintaining honesty in academic life is shared by students, faculty members, and University administrators.
 - a. Student responsibilities:
 1. Students are responsible for conducting their own academic affairs in an honest manner.
 2. Students are responsible for the behavior of fellow students to the following extent:
 1. a student who is aware of dishonest behavior on the part of a fellow student(s) in an academic setting should feel an obligation to make a report of academic misconduct,
 2. a student who makes a report of academic misconduct is not obligated to be involved in the matter in any way after making the report. The identity of the student making a report of academic misconduct shall be protected,
 3. a report of academic misconduct by a student may be made in conversation or in writing, to the faculty member responsible for the class,
 4. the intent of the report of academic misconduct is to alert the faculty member that academic misconduct may have occurred.
 5. A faculty member shall investigate a student report of academic misconduct and, if he/she finds evidence of academic misconduct, charge the student(s) as appropriate, and report the case to the University Ombudsman for further review.
 - b. Faculty responsibilities:
 1. Faculty members have a responsibility to communicate to students both their own beliefs, policies, and procedures relating to academic misconduct and those of the University. This communication must be presented to students in writing and included in a course syllabus.
 2. Faculty members have a responsibility to be aware of the potential for academic misconduct, to take reasonable precautions to discourage it, and to respond promptly and consistently to reports and accusations of academic misconduct when they occur.
 3. A faculty member has a responsibility to report all cases of academic misconduct to the University Ombudsman for review.
 - c. Administration Responsibilities:
 1. University administrators have a responsibility to respond to reports, accusations, and appeals of academic misconduct consistently and promptly.
 2. University administrators have a responsibility to uphold the policies and procedures of the University with regard to academic misconduct.
3. Defining academic misconduct. Academic misconduct may include but is not limited to the following:
 - a. plagiarism, or the failure to properly credit the work of another person, thereby allowing others to assume that the work is original,
 - b. copying another student's work,
 - c. collaborating by allowing another student to copy work which has been created by the collaborating student himself/herself,
 - d. purchasing a paper from services or from other students and submitting it as one's own work,
 - e. submitting work as the student's own which has been created, in part or wholly, by another individual,
 - f. doing work for someone else and submitting the work under a name other than your own,
 - g. submitting the same paper for multiple classes without the approval from each instructor,
 - h. cheating
 1. Copying from the paper of another student.
 2. Allowing other students to copy from work that is not their own or aiding them in doing so.

3. Referring to any materials that the instructor has not specially authorized for use during a test or assignment.
4. Inappropriately obtaining the contents of an examination.

4. Procedures for accusations of academic misconduct

1. An accusation of academic misconduct may be made by a faculty member based on his/her own observation and evidence or the report of a student, faculty or staff member. An accusation identifies a specific student(s) by name and accuses the student(s) of a specific act(s) of misconduct.
2. If the faculty member finds sufficient evidence of guilt, an accusation of misconduct must be reported to the student within 7 calendar days of the detection of the alleged incident of misconduct and the case reported to the University Ombudsman.

Undergraduate Students

- If the incident is a first offense, the faculty member will impose his/her own penalty. Appropriate penalties might include but are not limited to:
 - A failing grade on the test, activity, or assignment.
 - A failing grade for the course.
 - A requirement that the test, activity, or assignment be retaken or resubmitted.
- If a student is guilty of a second instance of academic misconduct, the University Ombudsman will impose the penalty of a non-replaceable F for the course in which the violation occurred.
- If a student is guilty of a third count of academic misconduct, the student will receive a non-replaceable "F" for the course in which the violation occurred and will be permanently suspended from the University without the possibility of readmission.

Graduate Students

- If the incident is a first offense, the faculty member will impose his/her own penalty. Appropriate penalties might include but are not limited to:
 - Assign a failing grade on the test, activity, or assignment.
 - Assign a failing grade for the course.
 - Require the test, activity, or assignment be retaken or resubmitted.
 - The faculty member may recommend to the University Ombudsman the penalty of a non-replaceable F for the course in which the violation occurred. The University Ombudsman may approve or disapprove of the recommendation. If disapproved, the faculty member will assign a lesser penalty.
- If a student is guilty of a second instance of academic misconduct, the student will receive a non-replaceable "F" for the course in which the violation occurred and will be permanently suspended from the University without the possibility for readmission.

An accusation of academic misconduct must be addressed by the University Ombudsman in consultation with the faculty member within 20 working days of the receipt of the accusation.

If a faculty or staff member receives a report of academic misconduct, he/she shall inform the faculty member teaching the course of the report. If the teaching faculty member finds sufficient evidence of guilt, an accusation of misconduct must be made to the student within 7 calendar days of the detection of the alleged incident of misconduct and the case reported to the University Ombudsman at the same time.

5. Appeals

Both the accused student and the faculty member responsible for the class or activity have the right to appeal

- a. An accused student may appeal:
 1. Suspension for a third violation of academic integrity.
 2. The findings of an Appeals Committee.
- b. A faculty member may appeal the findings of an Appeals Committee.
- c. All appeals must include a rationale.
- d. Appeals of suspension for academic misconduct shall be made in writing to the University Ombudsman within 10 working days of the date of the suspension letter from the University Ombudsman.
- e. The University Ombudsman, upon receiving any appeal, shall act as Chair and assemble an Appeals Committee. The Appeals Committee shall meet within 10 days of the receipt of an appeal.

- f. No faculty member or academic administrator shall serve on an Appeals Committee if any have been involved in reviewing the case previously.
- g. An Appeals Committee shall be chaired by the University Ombudsman and shall be comprised of 2 faculty members and 2 students. The 4 members shall have voting rights and the Chair may elect to vote in the event of a tie.
- h. An Appeals Committee shall consider evidence that will be presented with the accused student in attendance. Evidence includes but is not limited to:
 - testimony from student or faculty accusers or other individuals directly involved with the incident,
 - physical evidence, such as notes or samples of student work.
- a. An accused student may present evidence on his/her own behalf, have a non-participating representative from the campus in the proceedings. If the accused agrees to a meeting time and date with the Appeals Committee and then fails to attend the meeting or be present by conference call, the Appeal Committee will rule in the absence of the student.
- b. The Chair of the Appeals Committee shall rule on the relevance and admissibility of evidence.
- c. After hearing the evidence the Appeals Committee shall vote on the guilt or innocence of the accused student.
- d. The decision of the Appeals Committee shall be communicated to the accused student and to the faculty member, and the Provost by the Chair of the Appeals Committee.
- e. If either the accused student or the faculty member responsible for the class is unsatisfied with the findings of the Appeals Committee, he/she may make a final appeal in writing to the Provost within 10 days of the Appeals Committee decision.
- f. The Provost, upon receiving an appeal of an Appeals Committee decision, shall have the authority to act individually, to review written records, to interview involved parties, and to arrive at a resolution he/she deems appropriate. He/she will respond in writing within 10 days of the receipt of an appeal. The decision of the Provost is final.
- g. All information and proceedings related to an accusation of academic misconduct, including written material, physical evidence, shall be confidential and all participants, including administrators, faculty members, and students should refrain from any discussion of that information. A written record of the Appeals Committee proceeding, including proceedings, evidence, and all other relevant materials shall be preserved as required by law.

Selection of members of the Appeals Committee

1. The faculty shall elect two full-time faculty members and one alternate member for the Appeals Committee for each academic year.
2. Student members of an Appeals Committee for a specific case shall be appointed by the Chair of the Committee from a pool of five students recommended for each academic year by the Student Success.
3. A faculty member or a student may decline to serve on an Appeals Committee or may be disqualified by the Chair if he/she is involved in the case.
4. In the event that a full-time faculty member declines to serve, is disqualified, or is unable to serve for any other reason, the alternate faculty member will serve for that case.
5. Terms of office for faculty members on the Appeals Committee shall be one academic year. A faculty member shall serve two consecutive terms, except that an alternate member may be elected as a regular member in the succeeding year.
6. In the event that an Appeals Committee cannot be constituted due to deferrals and/or disqualification, the Provost shall have the authority to select special members, 2 faculty members, and 2 students, and the committee thus selected shall be empowered to hear the case.
7. In the event that a full committee of four cannot be empanelled, a group of fewer than four may constitute an Appeals Committee. If no students are willing or able to serve, a committee comprised of faculty members only may be empowered by the Provost to hear the case.

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.

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.

Class Attendance and Tardiness

Day Campus

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 Campus

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

Students whose absences are excused may not be penalized for their absence and must be allowed to complete all missed assignments or take missed tests or examinations within a reasonable time of their return. Limestone 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.

Exam Proctor Information

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

DAY STUDENT PROCTOR INFORMATION

In general, Day students who may need to have tests proctored are to be tested by the Limestone University 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 our regionally located Student Success Center locations. 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.

Course Loads

A full-time student carries 12 or more credit hours per semester. Any non-resident 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 appropriate Dean.

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 18 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 appropriate Dean.

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 appropriate Dean 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 at least one week before the session or term begins.

Please note: If a student enrolls in an overload without the written permission of the appropriate Dean, he or she will be withdrawn from the class which caused the overload.

Schedule Changes

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

Accommodations for Students who have Disabilities

The Office for Accessibility at Limestone University 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 University, 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.

Withdrawal from the University

To withdraw from the University, the same rules apply as for withdrawal from a course. Students forced by illness or other hardship to withdraw from the University 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.

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 my.limestone.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 the 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 including a grade of "W", "WP", or "WF".
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 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 12 credit hours enrolled in a semester to be classified as a fulltime student and it is not included in the total earned credits 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 the credit by examination no later than October 15 and complete the exam no later than November 1st.

Dropping a Class

A student who wishes to drop a traditional day class may do so during the first week of classes (drop/add week) and no grade will be assigned. The drop/add for online courses is three days from the beginning of class. From the second week or third day respectively, through the Friday after midterms (by 5:00 pm EST of the 4th 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). 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 (LC Portal) 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 Provost.

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 Evening Programs. Any missing grade or grades of I (Incomplete) or IP (In Progress) will prevent a student from being included on the Dean's List.

Full-time students (minimum of twelve semester hours) with a Grade Point Average of at least 3.75 with no failures or incompletes will be included on the Honor Roll. The Honor Roll for the Fall Semester will normally be published in January for both the Day and 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 residency, 30 semester hours with 15 in major at Limestone University 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 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 University 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.

Courses which are offered in the Honors Program state "This course may be offered for Honors credit." and AWE Writing intensive courses state "This course is writing intensive." in the course description.

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 the 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.

ACADEMIC COLLEGES

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences presents an opportunity to study Art, Theater, Music, History, English, Communication, Biology and Physical Sciences, Computer Science, Math, Interdisciplinary Studies.

Majors are offered in Art, Theater, Music, History, English, Communication, Biology and Physical Sciences, Computer Science, Math, Interdisciplinary Studies. 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.

Dean: Dr. Brian Ameling

- Department of Visual and Performing Arts (9 faculty)
 - Department Chair: Dr. Gena Poovey*
 - Academic Programs: Art, Theater, Music, Music Theater, Theater Education, Music Education
- Department of Humanities and Communication (13 faculty)
 - Department Chair: Dr. Karl Trybus
 - Academic Programs: English, Communications, History, (Religious Studies), Interdisciplinary Studies
- Department of Science and Mathematics (14 faculty)
 - Department Chair: Dr. Jay Ratliff
 - Academic Programs: Biology, Computer Science, Mathematics, Health Informatics

College of Business

The College of Business presents an opportunity to study Accounting, Business Administration, Economics, Finance, Management (general and Human Resources) and Marketing. Various concentrations are offered within some of these majors. The Master (M.B.A.), Bachelor, and Associate degree requirements are described in the following pages.

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

Dean: Dr. Paul Lefrancois

- Department of Accounting, Economics, and Finance (6 faculty)
 - Department Chair: Dr. Angela Williams
 - Academic Programs: Business Administration: Accounting, Finance, Economics
- Department of Management (10 faculty)
 - Department Chair: Dr. Michael Scharff

- Academic Programs: MBA, Business Administration: General, Management, Sport Management
- Department of Marketing and Administration (5 faculty)
 - Department Chair: Dr. Dale Guffey
 - Academic Programs: Marketing, Business Administration: Legal Studies, Human Resource Management, Human Resource Training and Development

College of Education and Health Professions

The College of Education and Health Professions presents an opportunity to study Education, Nursing, Health Sciences, Athletic Training, Healthcare Administration, Physical Education, Social Work, Psychology, Criminal Justice. 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.

Dean: Dr. Shelly Meyers

- Department of Behavioral Science (8 faculty)
 - Department Chair: Dr. Michelle Phillips-Meek
 - Academic Programs: Psychology, Criminal Justice, (Political Science)
- Department of Education and Kinesiology (8 faculty)
 - Department Chair: TBD
 - Academic Programs: Elementary Education, Early Childhood Education, Physical Education
- Department of Nursing and Health Sciences (5 faculty)
 - Department Chair: Ms. Vanessa Fulbright
 - Academic Programs: Nursing, Health Sciences, Healthcare Administration, Athletic Training
- Department of Social Work* (11 faculty)
 - Department Chair: Mr. Henry Hiott
 - Academic Programs: Social Work (Bachelor's and Master's)

Master's Degrees

MASTER'S DEGREES

Limestone offers the following master's degree with two separate concentrations at the graduate level to students who are in the process of completing or have completed an undergraduate degree. Our master's degrees typically take 2 years and a minimum of 36 credit hours with a 3.0 GPA to complete.

Master of Business Administration (M.B.A.)

M.B.A. - Health Care Administration Concentration

Master of Business Administration (M.B.A.)

The Health Care Administration concentration of the Master of Business Administration program offers the opportunity to expand skills in Accounting, Financial Management, Management, Leadership, Organizational Development, and Quality Management. Students will continue the development of their decision-making, leadership, motivation, problem-solving, and teamwork skills. The Health Care

Administration concentration of the Master of Business Administration degree program is designed to prepare students for management and leadership positions in health care institutions, and to provide continuing educational opportunities for those persons already so employed.

Limestone's MBA program requires a total of 36 hours.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses.

M.B.A. - Management & Leadership Concentration

Master of Business Administration (M.B.A.)

The Management and Leadership concentration of the Master of Business Administration program offers the opportunity to expand skills in Accounting, Financial Management, Management, Leadership, Organizational Development, and Quality Management. Students will continue the development of their decision-making, leadership, motivation, problem-solving, and teamwork skills. The Management and Leadership concentration of the Master of Business Administration degree program is designed to prepare students for management and leadership positions in business, government, industry, and nonprofit institutions, and to provide continuing educational opportunities for those persons already so employed.

Limestone's MBA program requires a total of 36 hours.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses.

M.B.A. - Sport Management Concentration

Master of Business Administration (M.B.A.)

The MBA - Sport Management degree program combines a superior, rigorous graduate business curriculum with a concentration on the business of sport. This program is tailored to those who have the drive, passion, and hunger needed to succeed in the competitive world of sports. Getting an MBA in sports management is the perfect route for those who work hard and have an intense enthusiasm for furthering their knowledge on the business aspect that occurs behind the scenes and off the field.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses which includes the MBA required core courses.

Master of Science (M.S.)

M.S. - Health Informatics

Master of Science (M.S.)

Health informatics is defined as the knowledge, skills, and tools that enable information to be collected, managed, used, and shared for supporting the delivery of healthcare services and promoting health. Health informatics is one of the fastest growing segments of information technology and computer science. It is an application of information technology and computing disciplines for solving the problems in the field of healthcare. The need to reduce cost and increase efficiency within healthcare sectors is leading to the development of new healthcare concepts like managed care. Recent development in healthcare sector creates the need for data collation and analysis, thereby strengthening the need for adequate information systems. Although, the role of information technology within healthcare sector is gaining importance, understanding of its potential still remains fragmented.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 30 credit hours consisting of the following courses.

M.S.A.T. - Master of Science in Athletic Training

Master of Science (M.S.)

The Master of Science in Athletic Training at Limestone University is a vigorous 60 credit-hour graduate program that takes place over 24 months in face-to-face and hybrid formats to prepare students to earn the certified athletic trainer credential. Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATs comprise of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. ATs work under the direction of physicians, as prescribed by state licensure statutes.

Students are provided with academic instruction and hands-on clinical experiences as well as learning alongside other healthcare professionals.

Goals

Goal 1: Students will demonstrate ethics and professional behaviors.

Goal 2: Students will develop the professional knowledge, skills, and attributes necessary for employment as an entry-level athletic trainer alongside other healthcare professionals and administrators.

Goal 3: Students will learn how to synthesize and utilize evidence-based practice and advance their critical thinking and decision-making skills.

Goal 4: Students will effectively communicate and interact with health professionals in a variety of settings.

Goal 5: Students will become familiar with applying the social determinants of health with healthcare informatics and literacy.

Goal 6: To foster students' development in evaluation, treatment and rehabilitation techniques and apply skills in diverse patient populations.

Mission Statement

The mission of the Master of Science in Athletic Training Program is to develop and foster the professional preparation of future athletic trainers. The program aims to produce competent clinicians with the ability to operate in an inter-professional environment that is founded on evidence-based principles. The program encourages personal and professional growth through ethical decision making, and critical thinking underpinned by the ideals of the University.

Accreditation

Limestone University's Undergraduate Athletic Training Program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street NW, Third Floor North, Washington, DC 20006 USA.

The program intends to apply to the CAATE for a change in level of degree in **February 2022**.

Admission Requirements

Admission to Limestone University's Master of Science in Athletic Training Program is highly competitive. Admission decisions on:

- Official transcript of undergraduate or graduate degree from a regionally accredited college or university.
- Completed prerequisite coursework with a grade of "C" or better in the following areas: Anatomy and Physiology or Anatomy and Physiology I and II, Chemistry, Physics, Nutrition, Psychology, Kinesiology, Exercise Physiology, Medical Terminology, and Statistics;
- Cumulative undergraduate grade point average (3.00 minimum) per official transcript;
- 50 observation hours under a certified athletic trainer;
- Proof of Emergency Cardiac Care certification (American Heart Association BLS for the Healthcare Provider or American Red Cross Professional Rescuer);
- A completed application at limestone.edu/apply
- Signed Technical Standards form;
- Two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the required observation hours);
- An interview (to be scheduled after application review).

Employment Settings

- Public and private secondary schools, colleges and universities, professional and Olympic sports
- Youth leagues, municipal and independently owned youth sports facilities
- Physician practice, similar to nurses, physician assistants, physical therapists and other professional clinical personnel
- Rural and urban hospitals, hospital emergency rooms, urgent and ambulatory care centers
- Clinics with specialties in sports medicine, cardiac rehab, medical fitness, wellness and physical therapy
- Occupational health departments in commercial settings, which include manufacturing, distribution and offices to assist with ergonomics
- Police and fire departments and academies, municipal departments, branches of the military
- Performing arts including professional and collegiate level dance and music

Degree Requirements

M.S.N - Master of Science in Nursing

Master of Science (M.S.)

The Master of Science in Nursing (MSN) is an attractive, advanced health professional degree that serves to meet the needs of society with a current, evidence-based, and experiential nursing science curriculum with a focus on administration.

Master of Social Work (M.S.W.)

M.S.W. - Master of Social Work

Master of Social Work (M.S.W.)

MASTER OF SOCIAL WORK PROGRAM MISSION STATEMENT

Since 1985 the Bachelor of Social Work Program has been fully committed to the essential beliefs and values representative of Limestone College as a liberal arts institution. This heritage is the foundation for the Master of Social Work (MSW) degree program at Limestone College. This program is currently under candidacy with the Council on Social Work Education (CSWE). When the program completes the developmental work required by CSWE the program will be accredited. Course work for accepted students will begin in the fall of 2020. The MSW program will have as a specialization, Advanced Generalist Practice in Mental Health. Students are required to develop competency in areas specific to the nine core competencies cited by the Council on Social Work Education (CSWE). Students are expected to excel in written and oral presentation, to demonstrate competency in the development of professional and ethical practice, to engage in effective practice with differences and diversity, and to promote social and economic justice through client advocacy. Further, the program's mission is to prepare students who can demonstrate, through practice, knowledge of the professional self, appropriate social work values, ethics, and interpersonal skills to improve quality of life and affect social change. These practice skills and competencies will be applied especially in practice with those members of society identified as marginalized, at risk, or forgotten. Lastly, the program promotes and supports the organizational belief and value of intellectual maturity, respect for the individual's culture and professional self-awareness.

THE GOALS OF THE SOCIAL WORK PROGRAM ARE:

1. To prepare students with a (BSW) Degree in Social Work from a CSWE accredited college or university program, for employment as an advanced generalist social worker. The mission of the MSW Program is to educate students to become competent advanced practice social workers. Further, to train students to utilize critical thinking skills to assess the influence of multiple and interlocking personal, structural, and societal systems of power on marginalized populations while in the process of treatment planning. The program incorporates the use of advanced social work theories and methodologies for culturally relevant assessment, intervention, and evaluation at multiple levels of complexity. Theories are examined across these systems and tested in field placement in order to promote human and social wellbeing. The use of an empowerment practice affirms the strengths and capabilities of people, values human diversity, and promotes social justice.
2. To provide access to graduate-level social work education to diverse individuals and groups of students. Especially for those 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.
3. To prepare students 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. The program seeks to provide 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.
4. 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. Further, the program employs a global overview of the use of best practices in various practice environments.

Degree Requirements

1. Complete required courses with a B average (3.0 GPA)
2. A total of 36 credit hours consisting of the following courses.

ote: SW505, 513, 589A, and 589B are foundation courses, and are required for students without a Bachelor of Social Work.
Bachelor's Degrees

Limestone offers the following master's degree with two separate concentrations at the graduate level to students who are in the process of completing or have completed an undergraduate degree. Our master's degrees typically take 2 years and a minimum of 36 credit hours with a 3.0 GPA to complete.

Bachelor of Science (B.S.)

Biology - General

Bachelor of Science (B.S.)

Biology majors may select from academic coursework appropriate to their interests and career goals and in preparation for additional post-graduate or professional education. Some of our graduates have entered the teaching profession, some work in the industry, and others have gone on to state or federal government positions in forestry, agriculture, or research.

Related Occupations

A Bachelor of Science degree in Biology prepares students for a wide variety of future opportunities and careers. Many students advance to professional studies or graduate programs in their field. Students are also prepared to begin careers as biological technicians.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (38 credit hours)
4. Biology electives at the 200 level and above** (8 credit hours)
5. Biology electives at the 300 level and above** (12 credit hours)
6. Related electives, choosing from PH201 or 301; PH202 or 302; CH303 and 304; BI/CH 315; MA205 and MA 319 (11 credit hours)

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.

This major includes one AWE course (4 credit hours)

*Note: Students should consult their advisor and any graduate or professional program of interest when selecting their recommended elective courses.

Biology - Pre-Professional

Bachelor of Science (B.S.)

Many of our students elect to enter graduate or professional schools, including medical, dental, veterinary, medical technology, pharmacy, and physical therapy. Some of our graduates have entered the teaching profession, some work in the industry, and others have gone on to state or federal government positions in forestry, agriculture, or research.

Related Occupations

The Pre-professional concentration prepares graduates for admission into graduate-level health professions such as medicine, dentistry, optometry, physician assistant, and pharmacy.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (54 credit hours)
4. Biology electives at the 300 level and above** (12 credit hours)
5. Physics electives: PH201 or 301; and PH202 or 302 (8 credit hours)

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.

This major includes one AWE course (4 credit hours)

*Note: Students should consult their advisor and any graduate or professional program of interest when selecting their recommended elective courses.

Business Administration - Accounting

Bachelor of Science (B.S.)

The Bachelors in Business Administration with an Accounting concentration will prepare students with the understanding of accounting theory and its application in a variety of options, including career opportunities in financial and banking institutions, government regulatory agencies, insurance companies, non-profit organizations and more. Many consider accounting the language and basic tool of business, so it may be the best route to a successful business career. In an increasingly complex and competitive business environment, accounting skills are very much in demand in every type of business—large or small, public or private, for-profit and not for profit. These accounting skills combined with other business administration courses, where students explore other in-depth business topics – such as Ethical Issues in the Workplace and Principles of Marketing – leaves Limestone graduates well-rounded in their fields.

Related Accounting Occupations

Earning a Bachelors degree in Business Administration with a concentration in Accounting leads to many job opportunities, including accountant, analyst, controller, auditor, underwriter, payroll management, and many others.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (54 credit hours)
4. Additional Accounting courses (6 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - Economics

Bachelor of Science (B.S.)

The famous economist Alfred Marshall describes economics as “the study of man in the ordinary business of life.” Thus, economics provides a broad foundation of knowledge concerning how economies and societies transform scarce resources into goods and services and how markets function at the local, national and international levels. Given the range of topics economics covers, many job opportunities arise to

those who study economics as a foundation for their future professions in business, government, education, banking, and media. Within these professions, some of the specific job opportunities include industry analyst, stockbroker, loan officer, economics teacher, city manager, marketing analyst, real estate agent, and public policy analyst. Some well-known individuals who were economic majors include Ted Turner, Warren Buffet, Sandra Day O'Connor, George H. W. Bush, Melinda Gates, and Sam Walton.

Related Occupations

Students are prepared to enter into positions with e-businesses or businesses with a strong web component. Students are also prepared to enter into graduate study to further their knowledge of this growing field.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (51 credit hours)
4. Additional Economics courses with at least two at the 300-400 level (9 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - Finance

Bachelor of Science (B.S.)

Through the Bachelors in Business Administration with a 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. Classes occur in a small setting that allows maximum individualized attention.

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.

Related Finance Occupations

With a bachelors in business administration in Finance, students are prepared to work in financial institutions such as commercial and investment banks, in finance departments of major corporations, or with consulting firms.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (54 credit hours)
4. Six hours of finance electives. For finance electives select any two 300 or 400 level finance courses. For the elective courses, a maximum of three credit hours may be applied to the concentration per course ID. Students must earn a grade of C or better in FI 312 to proceed to higher-level finance courses for which it is a prerequisite.

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - General

Bachelor of Science (B.S.)

The Bachelors in Business Administration, with concentrations in accounting, finance, economics, management, and marketing, offers graduates a background that is broadly applicable in today's job market. Further, Business Law and Ethics courses get students thinking about important topical and historical issues in the world of business. The business program prepares students with the conceptual and practical skills necessary for entry-level careers in the business field and advanced degree work. Classes, especially on the upper level, occur in a small setting that allows maximum individualized attention. Additionally, students get the opportunity to develop leadership skills, work with campus and community projects, and take a course in free enterprise, by participating in SIFE, the Students In Free Enterprise organization.

Related Business Occupations

Students are prepared to start their career in business or office management, sales, financial services, and non-profit management and development. Many students continue their education and receive a Master in Business Administration (MBA).

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (45 credit hours)
4. Additional Business courses (Accounting, Business Administration, Economics, Finance, Legal Issues, Management, Marketing.) at the 200-400 level. (15 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - Law

Bachelor of Science (B.S.)

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. 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.

Career Opportunities

Attorney, Paralegal, Compliance Officer, Contract Administrator, Court Administrator, Legislative Analyst

Pre-Law Opportunities

Students who are interested in law school or a law-related career are encouraged to join the Limestone Pre-Law Society. The Pre-Law Society allows students to connect and have access to important events including campus legal speakers, law school and courthouse visits, and law school preparation workshops.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (51 credit hours)
4. Additional Legal courses beyond LG315 and LG440 (9 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - Management

Bachelor of Science (B.S.)

By providing a fundamental understanding of the management competencies needed to thrive in today's business world, the Bachelors in Business Administration Management curriculum prepares 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. The knowledge and skillset attained in this course of study prepares students to be strong communicators, garner strong intrapersonal skills and develop an understanding of management techniques and practices.

Related Occupations

Students with a Bachelors in Business Administration in Management concentration begin entry-level positions in supervisory roles with opportunity for promotion such as sales and retail management, project management, administrative positions, public relations and fundraising management, and non-profit management and development.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (48 credit hours)
4. Additional Management courses above MG300 (12 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Business Administration - Marketing

Bachelor of Science (B.S.)

The Bachelors in Business Administration with a Marketing concentration curriculum provides the student with an understanding of the scope and nature of marketing; the marketing function within a business organization; environmental factors influencing marketing opportunities; the managerial tools necessary to plan and control the marketing process; and more. The program prepares students with the conceptual and practical skills necessary for entry-level careers in the business field and advanced degree work. Classes, especially on the upper level, occur in a small setting that allows maximum individualized attention.

Related Occupations

Graduates of the Bachelors in Business Administration in Marketing program are prepared to enter entry-level positions in marketing, marketing management, public relations, and related positions in sales and advertising.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below** (48 credit hours)
4. Additional Marketing courses above MK300 (12 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Computer Science - Computer and Information Systems Security

Bachelor of Science (B.S.)

Computer, information, and physical security are becoming more important at an exponential rate since the tragedies of September 11, 2001. Because of these events and new threats, the necessity for computer and information systems security has moved to the forefront. Websites are being defaced, denial-of-service attacks increased, and credit card information being stolen; there is an increased sophistication of hacking tools that are openly available to the public, and increased damage is being caused to computer and information systems by today's viruses and worms.

Related Occupations

Related occupations include private and public government agencies and institutions are demanding information technology workers educated and trained in the computer and information systems security field. This concentration will prepare students for the rigors of such demands. Furthermore, students are prepared to take one or more of the following certification exams in order to receive certification in their professional field: 1. Certified Information Systems Security Professional (CISSP) 2. Check Point Certified Security Administrator (CCSA) 3. International Association of Computer Investigative Specialists (IACIS) 4. Security Professional (CIW) 5. CompTIA's Security.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (42 credit hours)

This major includes one AWE course (3 credit hours)

Computer Science - Information Technology

Bachelor of Science (B.S.)

Professionals who work in today's technology arena need the skills to successfully manage information resources. Whether the customers of an organization are internal or external, their needs must be met and, in most cases, the bulk of the responsibility lies on the shoulders of information technologists. Students preparing for the "real world" need to know what is expected of them and how they can succeed. Information technology is both strategic and tactical and requires strong skills in many areas. The IT concentration focuses on the fundamental principles and practices necessary for practitioners to succeed in modern information-centric organizations. The student will explore how information systems are used in business, and, more importantly, how the role of information systems has grown as a result of the mobile revolution. The concentration builds an unparalleled foundation for tomorrow's IT managers by providing meaningful examples of real projects and applying the lessons they teach to a sound framework in IT management.

Related Occupations

Students find jobs in the following areas: information technology analyst, database analyst, database administrator, technology risk analyst, support technician, or technology auditor.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (42 credit hours)

This major includes one AWE course (3 credit hours)

Computer Science - Programming

Bachelor of Science (B.S.)

Computer programmers are key components of the technology industry in their role of designing and maintaining information systems as well as writing code for a variety of businesses and organizations. The Bachelor of Computer Science degree with Programming concentration provides a strong foundation in the key information technology areas of programming, systems administration, security, and architecture. This program challenges students to think creatively and construct unique solutions to many programming problems. These skills will be especially useful in the workplace to build and maintain the necessary software systems to solve business challenges. If you're a problem-solver at heart, then a degree in Computer Science with a concentration in Programming could be a great fit for you.

Related Occupations

Jobs include software programmer, software engineer, software analyst, project manager, programming, application developer, and systems programmer.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (42 credit hours)

This major includes one AWE course (3 credit hours)

Criminal Justice

Bachelor of Science (B.S.)

Criminal Justice is an exciting and ever-changing field of study, with new information gained each day. New technology and techniques continually push the boundaries of information gathering in Criminal Justice and students will become conversant in these areas. The Bachelor of Science in Criminal Justice degree program gives students the opportunity to study the fascinating issues of crime and justice. The program prepares them to enter the field at entry and middle management levels as justice practitioners or go on to academic graduate and research pursuits. It is an interdisciplinary study of law enforcement, judicial courts, and correctional systems within political structures with attention given to legal, social, managerial, and administrative issues as well as the perspectives of social-science research used to further and improve the efficacy of the field.

Students will learn both practical and theoretical applications to components of the criminal justice system, emphasizing the decision-making process and consequences inherent with legal and social influences. They will also be exposed to research methodologies relative to both social science and applied research in the field. As our society continues to grow, so does the need for careers in this field.

Students who are already working in the criminal justice field may find that after completion of this program they will be afforded greater opportunity to advance to mid-level and upper-level positions. The program prepares graduates to work in the criminal justice field and continue their education in graduate studies or law school in the United States.

Occupations:

A Bachelor of Science in Criminal Justice will help prepare graduates for job opportunities as a corrections officer, a police detective or investigator, an FBI or other federal agent, a security guard, a probation and parole agent/officer, a police officer, a park ranger, a security officer and manager, a private investigator, a fraud investigator, an insurance investigator.

The degree will also prepare graduates for admission to law school or to seek certification as a paralegal

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (27 credit hours)
4. Additional Criminal Justice elective courses (15 credit hours)
5. Additional elective courses in Business Administration, History, Political Science, Psychology, Sociology, and Social Work (9 credit hours)

This major includes one AWE course (3 credit hours)

Criminal Justice - Law

Bachelor of Science (B.S.)

This program 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.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (33 credit hours)
4. Additional Legal Courses choosing from LG315, LG316, LG317, LG340, or LG490 (9 credit hours)
5. Additional Criminal Justice elective courses at the 300 level or higher (12 credit hours)
6. Additional elective courses in Business Administration, History, Political Science, Psychology, Sociology, and Social Work (9 credit hours)

This major includes one AWE course (3 credit hours)

Health Care Administration

Bachelor of Science (B.S.)

The Limestone Health Care Administration program prepares those pursuing a career in administrative positions in the health care industry. This program is ideal for students interested in management and administration, as well as contributing to the well-being of others. This program exposes students to all areas of health care administration, including health care policy, health care quality, finance, legal issues, information systems, and economics as they influence the delivery of healthcare.

Related Occupations

The curriculum is designed to prepare students to obtain entry-level jobs in health care organizations such as health care account manager, case manager, office manager, business development manager, health care marketer, pharmaceutical sales manager, 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 management positions.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (45 credit hours)
4. Additional Health Care Administration courses from HC310, 311, 410, 490 or 491 (6 credit hours)
5. Additional Management or Marketing course from MG323, 350, or MK345 (3 credit hours)
6. Additional Mathematics course from MA115 or 116 (3 credit hours)

This major includes one AWE course (3 credit hours)

Health Sciences - General

Bachelor of Science (B.S.)

The Health Sciences Major prepares students for graduate work in health professions such as Nursing, Athletic Training, Physical Therapy, Occupational Therapy, Genetic Counseling, Physician Assistant, Clinical Laboratory Sciences, Public Health, and others. Health Sciences majors take courses to prepare them for careers in health care from both the scientific and psychosocial perspectives. Required courses common to a majority of graduate programs are required for the major core, while elective courses are selected by the student based on their intended profession. Students are expected to take an active role in course selection and career planning due to the wide range of requirements for Health Sciences related graduate programs.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (39 credit hours)
4. Additional Biology course (BI101 or 110) (Note: some graduate programs may require BI102) (4 credit hours)
5. A Chemistry course (CH105 or 110) with a lab (Note: some graduate programs may require 8 hours) (4 credit hours)
6. Natural Science and Math electives, including a minimum of 2 laboratory courses, from the following: BI102 or 250-level or above; CH111 or 300-level or above, HS250, HS301, PH200-level or above, MA319.
7. Two additional Psychology or Sociology courses (6 credit hours)

This major includes one AWE course (3 credit hours)

Students must complete 30 total credit hours at the 300-level or above.

Health Sciences - Pre-Athletic Training

Bachelor of Science (B.S.)

The Health Sciences - Pre-Athletic Training Major concentration prepares students for graduate work in the Athletic Training health professions. Health Sciences majors take courses to prepare them for careers in health care from both the scientific and psychosocial perspectives. Required courses common to a majority of graduate programs are required for the major core, while elective courses are selected by the student based on their intended profession. Students are expected to take an active role in course selection and career planning due to the wide range of requirements for Health Sciences related graduate programs.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (72 credit hours)
4. Additional Biology course (BI101 or 110) (Note: some graduate programs may require BI102) (4 credit hours)
5. A Chemistry course (CH105 or 110) with a lab (Note: some graduate programs may require 8 hours) (4 credit hours)
6. Natural Science and Math electives, including a minimum of 2 laboratory courses, from the following: BI102 or 250 level or above; CH111 or 300-level or above, HS250, HS301, PH200-level or above, MA319.
7. Two additional Psychology or Sociology courses (6 credit hours)

This major includes one AWE course (3 credit hours)

Students must complete 30 total credit hours at the 300-level or above.

Health Sciences - Pre-Nursing

Bachelor of Science (B.S.)

The Health Sciences - Pre-Nursing Major concentration prepares students for graduate work in Nursing. Health Sciences majors take courses to prepare them for careers in health care from both the scientific and psychosocial perspectives. Required courses common to a majority of graduate programs are required for the major core, while elective courses are selected by the student based on their intended profession. Students are expected to take an active role in course selection and career planning due to the wide range of requirements for Health Sciences related graduate programs.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (45 credit hours)
4. Additional Biology course (BI101 or 110) (Note: some graduate programs may require BI102) (4 credit hours)
5. A Chemistry course (CH105 or 110) with a lab (Note: some graduate programs may require 8 hours) (4 credit hours)
6. Natural Science and Math electives, including a minimum of 2 laboratory courses, from the following: BI102 or 250-level or above; CH111 or 300-level or above, HS250, HS301, PH200-level or above, MA319.
7. Two additional Psychology or Sociology courses (6 credit hours)
8. Three elective courses from PE201, PE202, PE305, NU301 (9 credit hours)

This major includes one AWE course (3 credit hours)

Students must complete 30 total credit hours at the 300-level or above.

Health Sciences - Pre-Occupational Therapy

Bachelor of Science (B.S.)

The Health Sciences Major with a concentration in Pre-Occupational Therapy prepares students for graduate work in Occupational Therapy. Health Sciences majors take courses to prepare them for careers in health care from both the scientific and psychosocial perspectives. Required courses common to a majority of graduate programs are required for the major core, while elective courses are selected by the student based on their intended profession. Students are expected to take an active role in course selection and career planning due to the wide range of requirements for Health Sciences related graduate programs.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (46 credit hours)
4. Additional Biology course (BI101 or 110) (Note: some graduate programs may require BI102) (4 credit hours)
5. A Chemistry course (CH105 or 110) with a lab (Note: some graduate programs may require 8 hours) (4 credit hours)
6. Natural Science and Math electives, including a minimum of 2 laboratory courses, from the following: BI102 or 250-level or above; CH111 or 300-level or above, HS250, HS301, PH200-level or above, MA319.
7. One Sociology course (SO201 or SO202). (3 credit hours)

This major includes one AWE course (3 credit hours)

Students must complete 30 total credit hours at the 300-level or above.

Health Sciences - Pre-Physical Therapy

Bachelor of Science (B.S.)

The Health Sciences Major with a concentration in Pre-Physical Therapy prepares students for graduate work in Physical Therapy. Health Sciences majors take courses to prepare them for careers in health care from both the scientific and psychosocial perspectives. Required courses common to a majority of graduate programs are required for the major core, while elective courses are selected by the student based on their intended profession. Students are expected to take an active role in course selection and career planning due to the wide range of requirements for Health Sciences related graduate programs.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (76 credit hours)
4. One additional Psychology or Sociology courses (3 credit hours)

This major includes one AWE course (3 credit hours)

Students must complete 30 total credit hours at the 300-level or above.

Human Resources Management

Bachelor of Science (B.S.)

In the Bachelors in Human Resource Management program, students learn to manage the development of employees in organizations and to provide related services to individuals and groups. Students study personnel and organizational policy, human resource dynamics and flows, labor relations, gender roles, civil rights, and human resources laws and regulations. Students also learn about motivation and compensation systems, career management, employee testing and assessment, recruitment and selection, job training programs, and the management of human resources programs and operations. An internship may increase your chances of finding a job in this field.

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. In addition to the major in Human Resource Management, all students will also receive a minor in Business Administration.

Related Occupations

Graduates of the Bachelors in Human Resource Management program find various positions including employee benefits manager, compensation manager, director of industrial relations, employment interviewer, job analyst, labor relations specialist, human resources manager, human resources recruiter, or training/education manager.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (51 credit hours)
4. Additional Mathematics course from MA115 or 116 (3 credit hours)
5. Additional Business or Human Resource Management courses from BA220, MG318, 323, or any additional HR course (9 credit hours)

This major includes one AWE course (3 credit hours)

Human Resources Training and Development

Bachelor of Science (B.S.)

Training and development opportunities in human resources are growing at an astounding rate. The Bachelor of Science in Human Resources with a concentration in Training and Development prepares students to help improve the effectiveness of organizations by developing employees' knowledge, skills, abilities, and performance.

Related Occupations

The curriculum prepares students for entry-level positions in the training and development field of human resources such as training manager, instructor and training content developer.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (51 credit hours)
4. A mathematics course from MA115 or 116 (3 credit hours)
5. Additional Business or Human Resource Management courses from BA220, MG318, 323, or any additional HR course (9 credit hours)
6. Training and Development elective courses from CS202, HR201, 305, 450, or 490 (9 credit hours)

This major includes one AWE course (3 credit hours)

Liberal Studies (B.S.)

Bachelor of Science (B.S.)

Many new professional opportunities require college preparation of a broad and extensive scope. A chance to design an academic program appropriate to a student's special career or professional goal is provided in the Liberal Studies program. In this Bachelor of Science degree, students learn from various courses of technical study including mathematics, biological and physical sciences, and social sciences. The program generally is interdisciplinary, with courses offered through various departments or divisions of the University. Available for students who desire or require more flexibility than is available in other major programs, this program may be particularly helpful for the student who is preparing for professional or specialized graduate school.

Related Occupations

Graduates from this major may find work in fields such as journalism, publishing, business, government, and entertainment. This degree program provides the opportunity to learn about different fields and to prepare for professional or specialized graduate school. For working adults in our Online & Evening Program, this interdisciplinary degree can be tailored according to your particular career path.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (3 credit hours)
4. Professional Studies or Natural Science courses at the 200-level or above (15 credit hours)
5. An additional course at the 200-level or above (18 credit hours)
6. Additional courses at the 300-level or above from at least 2 different academic divisions (27 credit hours)

This major includes two AWE courses (6 credit hours)

he program must be approved by the Coordinator for Liberal Studies.

Mathematics

Bachelor of Science (B.S.)

Students come to Limestone with diverse backgrounds in mathematics. The first task of the department is to determine the student's appropriate placement in the sequence of mathematics courses. The aim of the mathematics department is to place entering students where they are comfortable, yet where they feel challenged, where they succeed, and where they feel well prepared for whatever lies ahead.

Related Occupations

The Mathematics concentration provides courses that will prepare students to pursue careers in many fields such as finance, business, and science.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (36 credit hours)

This major includes one AWE course (3 credit hours)

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

Mathematics Education

Bachelor of Science (B.S.)

Mathematics Education prepares students for teaching mathematics in grades nine through twelve. Students who complete the Mathematics Education program graduate with South Carolina certification in secondary mathematics. As students complete the requirements for the education portion of their degree, they become prepared to lead their own classrooms. Students exit this program with an understanding of curriculum and instruction.

The 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.

Related Occupations

Most graduates begin careers teaching in grades 9-12 while some may continue with graduate education.

Requirements for Teacher Certification in Mathematics in South Carolina (Grades 9-12)

1. A Bachelor's Degree
2. Completion of required courses in an approved Mathematics Education Program
3. Passing scores on the Praxis II tests required by South Carolina

Please refer to the Teacher Education Program information page for information surrounding its goals and application processes.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (68 credit hours)

This major includes one AWE course (3 credit hours)

Physical Education - Exercise Science

Bachelor of Science (B.S.)

This program develops students who are knowledgeable and skilled in the areas of exercise physiology, kinesiology/biomechanics and behavioral studies in physical activity. These students will be well-prepared to pursue graduate degrees and specialty certifications and to seek employment in exercise and sport settings.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (61-64 credit hours)

This major includes one AWE course (3 credit hours)

Physical Education - Human Movement Studies

Bachelor of Science (B.S.)

This program provides students the opportunity to study the foundations of physical activity in the scope of a fitness professional. This program is designed for students who are not interested in teaching in the K-12 system but would prefer to find roles in fitness centers or pursue graduate courses in exercise science or sport studies. The program also offers a concentration in Strength and Conditioning. Students may also earn minors in Coaching and Physical Education.

Related Occupations

The Physical Education major prepares students for various career opportunities: coaching, collegiate/professional sports, health fields, and fitness clubs. Students in any of the physical education disciplines are encouraged to continue their education by seeking a graduate degree.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (37 credit hours)
4. Two Physical Education Activity Courses (2 credit hours)
5. Additional Biology course from BI101 or 110 (4 credit hours)
6. Additional Physical Education elective courses at 300-level or above (9 credit hours)

This major includes one AWE course (3 credit hours)

Physical Education - Strength & Conditioning

Bachelor of Science (B.S.)

The responsibilities and professional scope of practice for Strength & Conditioning professionals can be subdivided into two domains: "Scientific Foundations" and "Practical/Applied". Each of these involves corresponding activities, responsibilities and knowledge requirements.

1. SCIENTIFIC FOUNDATIONS
 - Exercise Sciences (Anatomy, Exercise Physiology, Biomechanics, etc)
 - Nutrition
2. PRACTICAL / APPLIED
 - Program Design
 - Exercise Technique
 - Organization and Administration
 - Testing and Evaluation

Limestone University has been recognized by the National Strength & Conditioning Associations Education Recognition Program since 2007. The ERP Strength and Conditioning Program recognize the colleges and universities that offer at least a bachelor's degree with an emphasis on strength training and conditioning.

Related Occupations

Working as a Certified Strength and Conditioning Specialist: Certified Strength & Conditioning Specialists are professionals who practically apply foundational knowledge to assess, motivate, educate, and train athletes for the primary goal of improving sport performance. They conduct sport-specific testing sessions, design and implement safe and effective strength training and conditioning programs, and provide guidance for athletes in nutrition and injury prevention. Recognizing their area of expertise is separate and distinct from the medical, dietetic, athletic training, and sport coaching fields, Certified Strength & Conditioning Specialists consult with and refer athletes to these professionals when appropriate.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (60 credit hours)
4. Two Physical Education Activity Courses (2 credit hours)
5. Additional Biology course from BI101 or 110 (4 credit hours)

This major includes one AWE course (3 credit hours)

Physical Education - Teacher Education

Bachelor of Science (B.S.)

Physical Education – Teacher Certification (PETC) students are trained to teach physical education (K-12) in the public schools of South Carolina, and beyond. Students in the program will acquire over 200+ hours working in the elementary, middle and high schools, including the opportunity to work with students with special needs. This curriculum is designed so that, upon completion of clinical practice, teacher candidates will have met the licensure requirements of the state of South Carolina Throughout their time at Limestone, students will be exposed to teaching at various schools in the Gaffney and Spartanburg areas, including Blacksburg Middle School, Blacksburg High School, Gaffney Middle School, Gaffney High School and the South Carolina School for the Deaf and the Blind (Spartanburg, SC).

Limestone's Physical Education Teacher Certification program is recognized by the Council for Accreditation of Educator Preparation, the National Association of Sport and Physical Education, and the state of South Carolina.

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 Education.

Related Occupations

Graduates of this program are qualified and are prepared to begin a teaching career (eligible for licensure by the state of South Carolina (SC) as a K-12 Physical Education teacher), have opportunities to coach, and/or work in other areas that have a focus in physical activity. Students are also prepared to enter graduate school to further their education.

Shape America Guidelines

Standard 1: Content and Foundational Knowledge

- Describe and apply common content knowledge for teaching PreK-12 physical education.
- Describe and apply specialized content knowledge for teaching PreK-12 physical education.
- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.
- Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.

- Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students.
- Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2: Skillfulness and Health-Related Fitness

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

Standard 3: Planning and Implementation

- 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.
- 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.
- Plan for and manage resources to provide active, fair and equitable learning experiences.
- Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short-and-long-term plan objective(s).
- 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

- Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- Implement demonstrations, explanations and instructional cues that are aligned with short-and-long-term plan objectives.
- Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- Analyze motor skills and performance concepts in order to provide specific, congruent feedback that enhances student learning.

Standard 5: Assessment of Student Learning

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

- Engage in behavior that reflects professional ethics and culturally competent, practices.
- Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 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

Please refer to the Teacher Education Program information page for information surrounding its goals and application processes.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (82 credit hours)
4. Additional Biology course from BI101 or 110 (4 credit hours)

This major includes one AWE course (3 credit hours)

Note: required physical activity classes are included in the required courses.

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.

Psychology

Bachelor of Science (B.S.)

This broad major intends to orient you to psychology as a whole. Students will learn about the science of mind and behavior, individual and group behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavior problems and disorders.

This major relies heavily on exploring various theories while looking at new research and techniques. The program instructs students in psychological principles and methods, provides the knowledge and skills required at the graduate level, and offers the background needed to prepare for careers in possible professions as diverse as medicine, law, business, education, human resources, and others. Several specialties in psychology encourage certification by the American Board of Professional 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
8. Describe the physiological and mental processes in human behavior.

Related Occupations

Jobs include rehabilitation counselor, school counselor, social services director, parole officer, residential counselor, substance abuse counselor, mental health counselor, psychiatric technician, psychologist, or human services employee.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (15 credit hours)
4. One Mathematics Course, choosing from MA115 or above, except MA200 (3 credit hours)
5. One Developmental Course, choose from PS204 or PS320 (3 credit hours)
6. One Social Course, choose from PS303 or PS307 (3 credit hours)
7. One Clinical Course, choose from PS306 or PS309 (3 credit hours)
8. One Biological Course, choose from PS310 or PS314 (3 credit hours)
9. One History Course, choose from PS400 or PS407 (3 credit hours)
10. One Cognitive course, choose from PS305 or PS311 (3 credit hours)
11. Four additional Psychology elective courses from any PS course (12 credit hours)

This major includes one AWE course (3 credit hours)

note: A grade of "C" or better must be earned in all Psychology coursework is required for the degree.

Sport Management

Bachelor of Science (B.S.)

The Sport Management degree at Limestone combines the institution of sport to the realm of business and prepares students for one of the fastest-growing career opportunities in the nation. In this major, you'll study concepts like management and leadership, marketing and promotions, and finance and economics as they pertain to the world of sports business.

The sport management professors place a focus on practical learning through class projects, external partnerships, and the student club. Hands-on learning will prepare you for your career and interesting coursework will provide a strong foundation in sport business principles.

Students must be cognizant of the fact that the undergraduate degree is primarily a preparation for entry-level positions. Thus, students are encouraged to continue their education by seeking a graduate degree.

For those looking to set themselves apart from their peers, Limestone offers a unique 4+1 program where students can graduate with both a bachelor's degree in Sport Management and a Master's in Business Administration (MBA) in only 5 years. Regardless of your goals, an MBA can enhance your professional opportunities.

What can you do with a Sports Business degree?

Graduates go on to work in facility and event management, marketing and promotion, sports communication, sales, sports tourism, and amateur and professional sport management organizations, among others.

- Sports Information Director
- Director of Operations
- Marketing Director
- Athletic Director
- Sports Facility Manager
- Event Manager
- Sporting Goods
- Ticket Manager
- Sport Media
- Corporate and Community Programs
- College Athletics
- Recreation Sport Manager

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (42 credit hours)
4. An internship, choosing from SM402 (6 credits), SM475 (15 credits), or SM490 (12 credits)

This major includes one AWE courses (3 credit hours)

Bachelor of Applied Science (B.A.S.)

Business Administration - Applied Science - B.A.S

Bachelor of Applied Science (B.A.S.)

The Bachelor of Applied Science in Business Administration offers students who have completed or started an Associate of Applied Science degree from an accredited two-year institution a pathway to a baccalaureate degree. The business program is designed to prepare students for entry-level careers in the business field and advanced degree work. Students will gain essential managerial skills and an in-depth understanding of business practices.

Related Business Occupations

Students are prepared to start their career in business or office management, sales, and non-profit management. Many students continue their education and receive a Master in Business Administration (MBA).

Degree Requirements

1. The Bachelor of Applied Science - Business Administration requires the student to complete 30 hours of general education courses. The core business courses as shown below require 39 credit hours and the concentration in Management/Leadership, Legal, Accounting, Marketing, Finance of General Business require an additional 9 credit hours.

This major includes one AWE course (6credit hours)

Professional Studies -Applied Science - B.A.S

Bachelor of Applied Science (B.A.S.)

The Bachelor of Applied Science in Professional Studies offer students who have completed or started an Associate of Applied degree from an accredited two-year institution a pathway to a baccalaureate degree. The professional studies program is designed for the transfer student who is looking to take courses in an academic area of interest to complement the content are from their AAS degree. This is an interdisciplinary program that allows the flexibility for a student to merge two content concentrations of interest into one degree.

Related Occupations

Graduates from this major may find work in fields such as technical, managerial, office and administrative, business, non-profit, and other occupations. Many students continue their education by entering a master's degree program.

Degree Requirements

The Bachelor of Applied Science in Professional Studies requires the general education requirements of 30 credit hours. Major requires 33 credit hours at the 200 and 300 level from two different areas of content and ID 305. The remaining 54 credit hours are transfer credit hours transferred from a regionally accredited 2 or 4 year institution. At least 18 hours must be within a area of content.

Bachelor of Arts (B.A.)

Early Childhood Education

Bachelor of Arts (B.A.)

If you enjoy the charisma of young children, then a degree in Early Childhood Education could create a career path for you by offering a dynamic teacher preparation program that leads to a BA in Early Childhood Education and a rewarding career working with children in Pre-K -3rd grade!

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.

Limestone Early Childhood Program: An Elevated Experience of Excellence

Becoming a certified teacher is a lifelong dream for many! Limestone University offers an experience that elevates excellence in the use of knowledge, methods, and professionalism for future early childhood educators. Our program is rigorous, this makes us proud, and our teacher candidates prepared. Individuals who complete the early childhood program will realize their dream come true through the attainment of a Bachelors degree that earns them the privilege of performing the important work of promoting development for children in PK-3rd grades.

Educator Preparation Experiences

The experiences that it requires to prepare 21st-century educators for the field of teaching are complex and highly involved. In the Limestone Early Childhood Program, our teacher candidates are held to the gold standards of the National Association for the Education of Young Children (NAEYC). Through adherence, teacher candidates demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. <https://www.naeyc.org/our-work/higher-ed>

National Honor Society for Educators

Pi Lambda Theta has the most stringent GPA requirements for membership. Eligible candidates must have a cumulative GPA of 3.50 or higher and must be an undergraduate junior, senior, recent graduate, or current education professional. Membership includes gold honor cords to wear at graduation, connections to professionals, eligibility for the scholarship, an online badge for a LinkedIn profile, and much more! <https://pilambda.org/>

Coursework and Competencies

The Limestone Early Childhood coursework is built on the framework of rigorous teaching competencies, ensuring that teacher candidates are held accountable to professional preparation experiences of excellence. The expectations of knowledge and practice include the following:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting, and Assessing
- Using Developmentally Appropriate Approaches
- Using Content Knowledge to Build a Meaningful Curriculum
- Becoming a Professional
- Observing and Practicing in Diverse Early Education Settings: Field Experiences

Steps to Student Teaching

<https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/student-teaching/#completion>

The Praxis Examinations

The Praxis® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. Teacher candidates must pass the Praxis examinations benchmarks:

- Praxis CORE: must be passed for admittance to the teaching program
- Praxis II (content area) and the Principles of Learning and Teaching (PLT) exam: must be passed prior to student teaching

<https://www.ets.org/praxis>

https://www.ets.org/praxis/faq_test_takers/

Excellence in Leadership

The Limestone Early Childhood Program is led by Dr. Teresa White who is committed to equipping educators to provide world-class learning experiences for students in PK-3rd grade. Dr. White has a standard of excellence and is active in service to several boards that elevate teacher excellence and early literacy. Her experiences as a Special Education Teacher, Twice Teacher of the Year, Early

Interventionist, Day Care Director and certified trainer for South Carolina Career Development makes Dr. White an active member in the field of early childhood. Dr. White has authored a book *The Vapor Effect* to provide strategies for parents and educators to promote reading readiness based on five researched best practices.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (66 credit hours)
4. A Mathematics course from MA110 or higher (6 credit hours)
5. Additional Supplemental course from IS250, or SW209 (3 credit hours)

This major includes one AWE course (3 credit hours)

Elementary Education

Bachelor of Arts (B.A.)

Within a liberal arts framework, the purpose of the Elementary Education program is to prepare students with the content knowledge, theoretical background, and practical experience necessary for success as classroom teachers. Through small classes and close student-faculty interaction, the following concepts are emphasized: the ability to communicate clearly in both speech and writing, the ability to assess and address the varying needs, abilities and learning styles of all students, the ability to implement an integrated curriculum as well as employ various teaching methods and strategies, and the ability to understand the need for continuous professional growth when employed as a teacher.

The 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.

Related Occupations

Elementary Education majors are prepared to teach grades 2-6 and/or attend graduate school.

Requirements for Teacher Certification in Elementary Education in South Carolina (Grades 2-6)

1. A Bachelor's Degree
2. Completion of required courses in an approved Elementary Education Program
3. Passing scores on the Praxis II tests required by South Carolina

Please refer to the Teacher Education Program information page for information surrounding its goals and application processes.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (57 credit hours)
4. Two history courses from HI110 or HI111; HI112 or HI113 (6 credit hours)
5. One Lab Science course (4 credit hours)

This major includes one AWE course (3 credit hours)

English

Bachelor of Arts (B.A.)

This program of study allows students to pursue studies in British, American, African-American, and Non-Western literature as well as studies in Drama. In addition to studies in literature, Creative Writing and Technical Writing courses allow students to construct a well-rounded curriculum that emphasizes the importance of communication in everyday life and in the workplace. Students also have the opportunity to incorporate a Writing Concentration with their degree in English to develop their written communication skills across various genres of writing.

Related Occupations

Many English majors choose careers in writing; they may work for newspapers, magazines, publishing companies, public relations or advertising firms, non-profit organizations, or corporations. Many television and radio personalities begin their careers as English majors. English majors also are qualified for the increasing number of openings for technical writers.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (15 credit hours)
4. Additional English Courses from EN202 or 203, EN204 or 205, EN230,232 or 326, EN305 or 416, EN310 or 311, EN331 or 418 (18 credit hour)
5. Two Foreign Language courses in the same language (6 credit hours)

This major includes five AWE courses (15 credit hours)

English - Theater

Bachelor of Arts (B.A.)

An 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. English/Theatre students become active members in both the English and Theatre departments. This concentration allows students to expand their studies of writing and literature into the world of Theatre by taking courses in the History of Theatre, Contemporary Drama, and Playwriting. Students also have the opportunity to explore the Theatre outside of the textbook by studying Stage and Lighting Design, Make-up, and Directing. Students work together to construct each school production, ranging from Shakespeare to contemporary pieces, musicals to comedies, and are encouraged to participate in collegiate level speech and theatre competitions. The English Department already offers a minor in Theatre for those students interested in Theatre but desiring majors in other fields of study.

Related Occupations

The English/Theatre graduate typically begins a career that involves strong communication and writing abilities. The English/Theatre student may pursue a professional career in Theatre or continue to graduate studies in Theatre.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (34 credit hours)
4. Two additional elective English courses from EN205, 230, 305, 310, 311, or 324 (6 credit hours)
5. Two additional elective Theatre courses from TH302, 307, 309 or 480 (6 credit hours)
6. Two Foreign Language courses in the same language (6 credit hours)
7. One Experiential Theatre course from TH111, TH114, or TH115 (3 credit hours)

ote: TH111 can be repeated 3 times for credit.

This major includes five AWE courses (15 credit hours)

English - Writing

Bachelor of Arts (B.A.)

Adding a Writing Concentration allows students to focus on their written communicative skills. Courses included in this concentration allow students to study various genres of writing while learning the practical application of each genre. Technical and Business Writing courses allow students to explore brevity and marketability while also gaining practical skills such as writing an effective resume and cover letter or learning to write for pamphlets and websites. Students are also encouraged to delve into their own creative writing pieces through Poetry, Prose, and Creative Non-Fiction courses. These courses allow students to practice different genres in the creative writing field and learn how to construct a portfolio of creative work or develop a longer manuscript.

Related Occupations

Majoring in English with the writing concentration is excellent preparation for graduate school in a variety of fields. Recent graduates have gone on to pursue graduate study in law, journalism, library science, theology, literature, and creative writing. The English Writing Concentration also prepares students to enter diverse professions. Alumni have become college professors, teachers, sportswriters, journalists, fiction writers, librarians, and coaches and have entered many other exciting professions.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (15 credit hours)
4. Six additional English Courses from EN202 or 203; EN204 or 205; EN305 or 416; EN310 or 311; EN331 or 418 (18 credit hours)
5. Six Writing Concentration required courses from EN215, 230**, 231, 232**, 315, 326, and TH308 (18 credit hours)
6. Two Foreign Language courses in the same language (6 credit hours)

This major includes five AWE courses (15 credit hours)

*Note: May be repeated for up to a total of nine hours.

English Education

Bachelor of Arts (B.A.)

The English Education program adheres to South Carolina's education guidelines. Students study pedagogical theory, develop their own philosophy of education, and learn to apply their teaching style to lesson plans that they create within their curriculum. Additionally, students pursuing a degree in English Education learn to incorporate digital technology into their classroom and gain hands-on teaching experience through a semester of student teaching. Students also prepare for the Praxis I and Praxis II exams. Upon graduation, students are prepared to enter their own classrooms and begin their careers as English educators.

The 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.

Related Occupations

English majors with teacher certification usually become secondary school English teachers, but they may also choose from a wide range of other careers.

Requirements for Teacher Certification in English in South Carolina (Grades 9-12)

1. A Bachelor's Degree
2. Completion of required courses in an approved English Education Program
3. Passing scores on the Praxis II tests required by South Carolina

Please refer to the Teacher Education Program information page for information surrounding its goals and application processes.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (78 credit hours)
4. Four additional English courses from EN202 or 203; EN204 or 205; EN326 or 232; EN416 or 418 (12 credit hours)
5. Two history courses from HI110 or HI111; HI112 or HI113 (6 credit hours)
6. An additional Mathematics course from MA110 or 200 (3 credit hours)
7. Two Foreign Language courses in the same language (6 credit hours)

This major includes five AWE courses (15 credit hours)

History

Bachelor of Arts (B.A.)

The History program propels students into the dynamic history of the world. In addition to studying World Civilization, students progress through European, Non-Western, and American histories by delving into the narratives of each period. Though the study of History crosses many periods and locations, the present day is also an integral part of each student's experience at Limestone. This allows students to construct an understanding of how past and present connect and influence our understandings of the history of the world.

Related Occupations

History is a popular program of study for entry into law schools and theological seminaries. History is also an excellent academic background for careers in journalism, telecommunications, museums, government, and Foreign Service, or business management (combine history with accounting or marketing).

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (24 credit hours)
4. Three American History elective courses at 200 level or above (9 credit hours)
5. Three Non-American History elective courses at 200 level or above (9 credit hours)

This major includes one AWE course (3 credit hours)

History - Pre-Law

Bachelor of Arts (B.A.)

Students interested in earning a degree in History also have the option of including a Pre-Law concentration in their studies. This program of study allows students to study History in conjunction with Criminal Justice in efforts to prepare students for a career in the legal field.

Related Occupations

Students are prepared to enter graduate programs that prepare and certify them for professional careers in the legal field.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (33 credit hours)
4. A Mathematics course from MA110 or above (3 credit hours)
5. Two Legal Elective courses from CJ201, 335; LG315, 316, 317 (6 credit hours)

6. Two History Elective courses from HI341, 342, 343, 344, 345 (6 credit hours)

This major includes one AWE course (3 credit hours)

Liberal Studies (B.A.)

Bachelor of Arts (B.A.)

Many new professional opportunities require college preparation of a broad and extensive scope. The Liberal Studies program offers students a chance to design an academic program appropriate to a student's special career or professional goal. In this Bachelor of Arts degree, students learn from various courses of study with a focus on social sciences, arts, and humanities. The program is interdisciplinary with courses offered through various departments or divisions of the University. Available for students who desire or require more flexibility than is available in other major programs, this program may be particularly helpful for the student who is preparing for professional or specialized graduate school.

Related Occupations

Graduates from this major may find work in fields such as journalism, publishing, business, government, and entertainment. This degree program provides the opportunity to learn about different fields and to prepare for professional or specialized graduate school. For working adults in our Online & Evening Program, this interdisciplinary degree can be tailored according to your particular career path.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (3 credit hours)
4. Additional courses at the 200-level or above (18 credit hours)
5. Additional courses at the 300-level or above from at least 2 different academic divisions (27 credit hours)

This major includes two AWE courses (6 credit hours)

he program must be approved by the Coordinator for Liberal Studies.

Music

Bachelor of Arts (B.A.)

The Limestone Department of Music, in accordance with the university'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. Limestone is an accredited institutional member of the National Association of Schools of Music. The mission of the Department of Music is to provide quality education, developing the student personally, professionally, and academically.

Related Occupations

The Bachelor of Arts in Music provides a broad base for a number of careers in music. Graduate study is, primarily, the next intended step for students.

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 on the college website at <https://finearts.limestone.edu/music/future-students>.

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.

Piano Proficiency

Students may take a piano proficiency pre-examination in order to determine proper placement in the piano class sequence. All music students are required to pass a piano proficiency examination. This examination is generally given upon successful completion of required piano classes. Those not completing all portions of 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 the 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. 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.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 131 credit hours
3. A grade of "C" or better must be earned in all music coursework.
4. A passing score on the Departmental Entrance Examination or successful completion of MU119
5. The required courses listed below (31 credit hours)
6. Applied lessons including 2 credit hours at 100-level, 2 at 200-level, 2 at 300-level, 1 at 400 level, and Senior Recital (8 credit hours)
7. Primary Music Ensemble (4 credit hours)
8. Secondary Music Ensemble (2 credit hours)

This major includes three AWE courses (9 credit hours)

Music Education

Bachelor of Arts (B.A.)

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.

Related Occupations

The Bachelor of Arts in Music Education provides essential training, knowledge, and skills necessary for a teaching career in choral, instrumental, or general 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 on the college website at <https://finearts.limestone.edu/music/future-students>.

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.

Piano Proficiency

Students may take a piano proficiency pre-examination in order to determine proper placement in the piano class sequence. All music students are required to pass a piano proficiency examination. This examination is generally given upon successful completion of required piano classes. Those not completing all portions of 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 the 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. 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.

Requirements for Teacher Certification in Music Education in South Carolina (Grades K-12)

1. A Bachelor's Degree
2. Completion of required courses in an approved Music Education Program
3. Passing scores on the Praxis II tests required by South Carolina

Please refer to the Teacher Education Program information page for information surrounding its goals and application processes.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 131 credit hours
3. A grade of "C" or better must be earned in all music coursework.
4. Piano courses (MU 102, 103, 203, and 204) and associated Proficiencies; or successful completion of the Piano Proficiency Examination.
5. Piano Proficiency courses from MU 102, 103, 203, and 204; or successful completion of the Piano Proficiency Examination
6. The required courses listed below (70 credit hours)
7. Applied lessons including two credit hours each at 100, 200, and 300-levels, Senior Recital (7 credit hours).
8. Primary Music Ensemble (4 credit hours)
9. Secondary Music Ensemble (2 credit hours)
10. Emphasis-specific courses for Vocal - MU 312, 313, & MU452; or Instrumental - MU213, 311 & MU453 (15 credit hours)

This major includes three AWE courses (9 credit hours)

Professional Communication

Bachelor of Arts (B.A.)

The communications landscape of the 21st century is constantly changing, and those who enter the field of communications must be able to work in diverse environments with an ever-expanding toolbox of written, spoken, and visual skills. The B.A. in Professional Communication prepares students for this brave new world of communication through an interdisciplinary program that includes a strong liberal arts foundation and courses in Writing, Speaking, Graphic Design, Computer Science, Storytelling, Marketing, and Communication Studies across multiple media.

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.

Related Occupations

Graduates are prepared for careers in communications in business, non-profit, and civic or religious organizations handling communications in the areas of writing, social media, marketing, digital video production, promotions and public relations, meeting planning, training, and more.

The major prepares entry-level communication professionals to design and convey messages for various audiences across a wide range of old and new media.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (54 credit hours)
4. Two additional English courses from EN215 or 231; and EN326, CM315 or EN315 (6 credit hours)

This major includes one AWE course (3 credit hours)

Studio Art

Bachelor of Arts (B.A.)

Earning a Bachelor's in Studio Arts from Limestone provides a solid foundation for real-world practices and graduate school preparation. Studio Art majors develop technical skills and their personal vision allowing them to find creative solutions to problems and further their dedication to art-making. Students may also elect to major in Studio Art with a concentration in Graphic Design. Non-majors have the opportunity to minor in Art.

The department allows yearly professional experience and exposure through the Juried Student Exhibition and our fine arts publication The Candelabra. The faculty strives to offer moments for advancement including topic-specific field trips, guest artist talks, museum visits, national conference attendance, art sales, etc. Students learn the "in's and out's" of professional exhibition conduct through creating art, planning and hanging exhibitions, designing marketing for the promotion of their exhibits, giving an artist talk during their reception and at the Student Research Symposium, as well as practicing writing within the discipline. The capstone course, Senior Seminar, prepares each student for his/her own exhibition, as well as completion of a professional portfolio to enter into the marketplace.

A wide variety of courses and internships are offered in the following disciplines:

- Crafts
- Drawing
- Painting
- Ceramics
- Graphic Design
- Art History
- Printmaking
- Photography

Related Occupations

Limestone's Studio Art Program is designed to provide a solid foundation for vocations in art-related fields. The curriculum encourages research, creativity, conceptual thinking, and craftsmanship as practical on the job training. Internships are available for students. Graduates have successful careers as teachers, designers, museum and gallery assistants, craftsmen, artists, art supply and gallery owners, graphic artists, window dressers, art consultants, and grant writers. Each of Limestone's degrees prepares students for graduate studies.

The major in Studio Art focuses on the development of the individual student's artistic competency. This degree program is designed to provide a solid foundation for work toward graduate degrees and art-related vocations. Advanced Placement (AP) credit may be accepted toward elective hours in art.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (33 credit hours)
4. Two three-dimensional Art courses from AR208, 210, 211 (6 credit hours)
5. Additional Art course electives excluding AR240 (15 credit hours)

This major includes one AWE course (3 credit hours)

Studio Art - Graphic Design

Bachelor of Arts (B.A.)

The studio major concentrating in Graphic Design provides creative thinking and technical skills for a variety of career paths. This degree program offers a solid foundation for work toward graduate degrees and art-related vocations.

Related Occupations

Many students begin careers as a web design coordinator, illustrator, print design coordinator, or freelance designer and publisher. Students are also prepared to pursue graduate degrees in Art History, Art Therapy, and Art Education.

The studio major concentrating in Graphic Design provides creative thinking and technical skills for a variety of career paths. This degree program is designed to provide a solid foundation for work toward graduate degrees and art-related vocations. Advanced Placement (AP) credit may be accepted toward elective hours in art.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (39 credit hours)
4. A drawing course from AR101 or AR102 (3 credit hours)
5. A three-dimensional Art courses from AR208, AR210, or AR211 (3 credit hours)
6. Four additional Art elective courses excluding AR240 - Art Appreciation (12 credit hours)

This major includes one AWE course (3 credit hours)

Theatre (B.A.)

Bachelor of Arts (B.A.)

Pursue your dreams, while preparing for numerous career paths in the theatre! A Theatre major develops performance and production skills including acting, directing, and design. Theatre Majors are students of writing and performance in the world of Theatre. Students take courses that develop a working knowledge of the History of Theatre, Contemporary Drama, and Playwriting. Students have the opportunity to explore the Theatre outside of the textbook by studying Stage and Lighting Design, Make-up, and Directing. Students also work together to construct each school production, ranging from Shakespeare to contemporary pieces, musicals to comedies, and are encouraged to participate in collegiate level speech and theatre competitions.

Related Occupations

The Theatre major prepares students to pursue a professional career in Theatre or continue to graduate studies in theatre. Previous graduates have also begun successful careers in theatre education, English education, and theatre management.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. The required courses listed below (54 credit hours)
4. Design courses: TH220, 222, 225 - 1 course required others may be taken as Theatre electives. (3 credit hours)
5. Five credit hours of Applied Theatre. A minimum of one must be in performance and one in design/technical theatre.
6. Twenty four credit hours of electives. Twelve credit hours must be from selected Theatre courses.
7. Two of the same Foreign language courses (6 credit hours)

This major includes one AWE course (3 credit hours)

Bachelor of Science in Nursing (B.S.N.)

Nursing

Bachelor of Science in Nursing (B.S.N.)

The nursing program provides the RN-BSN completion curriculum to Registered Nurses (RNs) who wish to earn the Bachelor of Science in Nursing (BSN) degree. The curriculum builds on previously acquired knowledge and skills by adding coursework in social sciences, nursing research, leadership, communication, professionalism, information management, genetics, population health, and the humanities. The

program is offered 100% online making it flexible and accessible to enhance the education of nurses in an ever-changing healthcare environment.

The RN-BSN program at Limestone University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE) located at 655 K Street, NW, Suite 750, Washington, DC 20001. Phone (202) 877-6791. Applying for accreditation does not guarantee that accreditation will be granted.

Related occupations:

The BSN degree expands opportunities for career advancement. The BSN nurse is well-prepared to meet the demands of today's dynamic and complex healthcare environment by demonstrating superior skills in critical thinking, information management, leadership, management, health promotion, communication, assessment, cultural sensitivity, resourcefulness, knowledge application, and scientific reasoning (American Association of Colleges of Nursing [AACN], 2014). BSN nurses are able to work in a variety of settings including schools, the military, or public health; and in expanded roles including management, health educators, case managers, care coordinators, or patient navigators.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. The required RN-BSN courses listed below (46 credit hours)
3. 30 credit hours of block transfer credit for RN coursework
4. A total of 120 credit hours

This major includes one AWE course (3 credit hours)

Bachelor of Social Work (B.S.W.)

Social Work

Bachelor of Social Work (B.S.W.)

Social workers help people cope with everyday problems. They may provide services such as advocacy, crisis response, and connecting clients with resources. Social Workers address societal ills by understanding and addressing problems in functioning that can occur with people, systems, as well as with the interactions between systems and people. Social workers are taught how to assess, identify, intervene, and evaluate problems and solutions. Social workers engage with individuals, families, and communities to affect positive social change and promote conditions that boost social and economic well-being. The program encourages students to have an appreciation of diversity as a strength and competence when working with populations regardless of ethnicity, age, gender, orientation, identity, level of ability, and numerous other expressions of diversity.

Accreditation and Licensing

The Bachelor of Social Work Program at Limestone College prepares students for beginning generalist practice as a professional social worker. The course content in our BSW 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). Our educational requirements allow students to be eligible to take the LBSW licensure exam in South Carolina and other states. Students outside of South Carolina should verify the requirements for licensure in their state.

Why study at Limestone?

At the heart of one's choice to study social work is a deep desire to help others. At Limestone College, our desire is to help you. Our low faculty-student ratio allows for personalized support from a team of experienced Social Work professionals and academics. And as the largest Social Work program in South Carolina, Limestone College offers multiple ways to earn your degree. Evening and online students benefit from convenient eight-week terms offered six times per year. Students may complete their BSW Degree from Limestone College by taking courses entirely online, in classrooms, or any combination of both.

Field Practicum

The Social Work Program at Limestone College requires students to complete the Field Practicum— 400 hours of supervised social work practice. Students will have an opportunity to apply classroom learning in the field while earning credits towards their degree. Prior to being registered for field, students must complete the online field application during the semester preceding anticipated field placement. All field placements must be completed within 6 months.

Related Occupations

The Social Work profession has over 50 fields in which the degree can be utilized including healthcare, services to families and children, anti-poverty programs, public health, domestic violence counselor, school social worker, nursing home social worker, hospice social worker, substance abuse counselor, and mental health worker to name a few. According to the US Bureau of Labor & Statistics, employment for social workers is projected to add 109,700 jobs nationally -- a 16% growth rate— which is more than double the 7-percent employment growth projected for all occupations from 2016 to 2026.

The Goals of the 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 a diverse range of students who for economic, social, or geographical reasons would not be able to pursue a social work education elsewhere.
- To prepare graduates who are aware of their responsibility to continue their professional growth and development by providing up-to-date content about evidence-based social work practice
- 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.

Technology Requirements

Hardware and software requirements for distance learning may vary from course to course, but minimally include:

- Access to a high-speed broadband Internet connection
- A smart device or personal computer with compatible audio/visual capability.
- A compatible web browser (Chrome strongly recommended)
- A quiet place to "attend" class (virtually) without interruption.

Computer Competencies

Basic computer competency is critical. You must be able to do the following:

- Launch or run an application, upload files.
- E-Mail: It is required that you use your Limestone College e-mail account for all courses to reliably send and receive messages and reply to messages.
- Manage Software Installations: Install and manage software to include Chrome (and extension updates).
- Information Retrieval: Exhibit an ability to search for information resources beyond a Google search.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 120 credit hours
3. EN100 & MA114 (if needed) (4-6 credits)
4. Required courses (see list below)* (48 credits)
5. Required Biology course (BI101 or 114) (4 credits)

*Note: The number of elective credit hours may vary depending on prerequisites and course choices.*Note: 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.

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.

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

Field Placements

In order for a student to enter SW 420 A & B, they must:

- Complete all other coursework.
- 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.)

Associate's Degrees

ASSOCIATE'S DEGREES

Limestone offers the following master's degree with two separate concentrations at the graduate level to students who are in the process of completing or have completed an undergraduate degree. Our master's degrees typically take 2 years and a minimum of 36 credit hours with a 3.0 GPA to complete.

Associate of Arts (A.A.)

Business Administration - General

Associate of Arts (A.A.)

Students seeking to further their knowledge of business may seek a Business Administration (General) Associate of Arts degree. Students complete Finance and Economics courses, amongst other courses to complete their associate's degree in business.

Related Occupations

Students who complete this program enter entry-level business jobs in business administration and management. Students who wish to continue their education may elect to pursue their bachelor degree in business in efforts to progress their education on the path to their future career.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 62 credit hours
3. The required courses listed below** (12 credit hours)
4. An Economics course from EC203 or 204 (3 credit hours)
5. Additional Business courses from Accounting, Business Administration, Economics, Finance, Legal Issues, Management, Marketing. (6 credit hours)

This major includes one AWE course (3 credit hours)

*Note: For students transferring a math course prior to enrollment at Limestone, MA 115 or above.

Liberal Studies

Associate of Arts (A.A.)

Many new professional opportunities require college preparation of a broad and extensive scope. A chance to design an academic program appropriate to a student's special career or professional goal provided in the Liberal Studies program. Students learn from various courses of study, including mathematics, biological and physical sciences, social sciences, arts, and humanities. The program generally is interdisciplinary, with courses offered through various departments or divisions of the College. This program is available for students who desire or require more flexibility than is available in other major programs.

Related Occupations

Graduates from this program may find work in fields such as journalism, publishing, business, government, and entertainment. Many Liberal Studies graduates pursue a bachelor degree upon graduation.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 65 credit hours
3. Courses from at least 2 different academic divisions at the 200 level or above (21 credit hours)

This major includes one AWE course (3 credit hours)

Associate of Science (A.S.)

Computer Science - Information Technology

Associate of Science (A.S.)

In this Associate of Science program, students take core courses in Microcomputer Applications, Basic Concepts of the Internet and World Wide Web, Operating Systems and Network Fundamentals, various Programming courses, amongst others. These core classes allow students to build a strong foundation of education in their field.

Related Occupations

Job opportunities include entry-level computer jobs such as database administrator. Many students choose to continue their education in this field by earning a bachelor's degree. A Computer Science major with several possible concentrations, three minors, and three associate degrees are available within the Department of Computer Science and Information Technology.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 62 credit hours
3. The required courses listed below (21 credit hours)

This major includes one AWE course (3 credit hours)

Computer Science - Programming

Associate of Science (A.S.)

The Computer Science and Information Technology Department at Limestone offers a concentration in Programming for those students interested in a programming career. The department provides the students with current programming tools that help them develop the skills necessary to succeed in graduate school as well as in their future professions. The programming concentration also challenges

students to think creatively and design unique solutions to many programming problems. Development of these skills will lead to greater success in a professional career or in an educational environment. With small class sizes, dedicated instructors, and current technology, the CSIT Department will help students reach their full potential.

Related Occupations

Jobs include software programmer, software engineer, software analyst, project manager, programming, application developer, systems programmer. Many students choose to continue their education in this field by earning a bachelor degree.

Degree Requirements

1. Limestone's required Competency & General Education courses
2. A total of 62 credit hours
3. The required courses listed below (18 credit hours)

This major includes one AWE course (3 credit hours)

Minors

Limestone offers the following minors as a secondary course of study within an undergraduate degree. Students typically add a minor as a way to pursue personal interests outside of their major, to add a specialization to their major, or to provide a body of preparation beyond the major field. Minors require a minimum of 18 credit hours.

African and African-American Studies Minor

Students explore African and African-American cultures and identities through an interdisciplinary approach.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two African Studies courses, choosing from HI111, HI334, EN312, or RE210 (6 credit hours)

Required Courses

HI214 - Non-Western Civilizations

HI338 - African-American History

EN310 - Contemporary Literature of the Non-Western World

EN311 - Studies in African-American Literature

American Studies Minor

Students explore the history, culture, and society of the United States through an interdisciplinary approach.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two American Studies courses, choosing from Any 300-level US History Class, Any 300-level English class with American concentration, PO242 (6 credit hours)

Required Courses

HI112 - United States History I

HI113 - United States History II
EN204 - Major American Authors I
EN205 - Major American Authors II

Art Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (9 credit hours)
3. A Drawing required course AR101 or 102 (3 credit hours)
4. A three-dimensional art course from AR208, AR210 or AR211 (3 credit hours)
5. Two additional elective Art courses (6 credit hours)

Required Courses

AR103 - 2D Design
AR250 - Prehistoric Art to Gothic Art
AR260 - Renaissance Art to Modern Art

Biology Minor

Minor Requirements

1. A total of 19 credit hours
2. The required courses listed below (8 credit hours)
3. Additional Biology core or elective courses at the 200 level or above (11 credit hours)

Required Courses

BI101 - Introduction to Biology I
BI102 - Introduction to Biology II

Business Administration Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (12 credit hours)
3. An Economics course either EC203 or EC204 (3 credit hours)
4. Additional elective Business courses from Accounting, Business Administration, Economics, Finance, Legal Issues, Management, and/or Marketing. (6 credit hours)

Required Courses

AC207 - Financial Accounting
MA116 - Mathematics for Business & Economics
MG300 - Principles of Management
MK300 - Principles of Marketing

Business Writing Minor

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two additional writing courses, choosing from: EN230, 232, or 326 (6 credit hours)

Required Courses

EN215 - Business Communication

EN231 - Technical and Professional Writing

EN315 - Editing and Publishing

AR110 - Introduction to Digital Tools and Media

Chemistry Minor

Minor Requirements

1. A total of 20 credit hours
2. The required courses listed below (16 credit hours)
3. An additional Chemistry course at the 300 or 400 level excluding Laboratory Assistant (4 credit hours)

Required Courses

CH110 - General Chemistry I

CH111 - General Chemistry II

CH303 - Organic Chemistry I

CH304 - Organic Chemistry II

Christian Studies Minor

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two additional elective Religion courses (6 credit hours)

Required Courses

RE221 - The Old Testament

RE222 - The New Testament

RE225 - Christian Heritage I

RE226 - Christian Heritage II

Coaching Minor

Minor Requirements

1. A total of 20 to 23 credit hours
2. The required courses listed below (15-18 credit hours)
3. Two additional Physical Education courses from PE203, 208, 209, 212, or 213 (4 credit hours)

Required Courses

PE202 - First Aid and CPR/AED
PE210 - Basic Care and Prevention of Athletic Injuries
PE303 - The Principles and Problems of Coaching
PE400 - Management of Physical Education, Health, and Sports Programs
PE410 - Psychology of Sport
PE491 - Coaching Internship

Computer Science - Computer and Information Systems Security Minor

This minor is designed for the student who wants to learn the foundations, technology, and techniques of computer and data security.

Minor Requirements

Students must complete a minimum of eighteen credit hours of the courses listed below with a minimum 2.0 GPA.

Required Courses

CS105 - Introduction to Computer Science
CS201 - Operating Systems and Networking Fundamentals
CS207 - Cryptography & Access Control
CS208 - Telecommunications & Network Security
CS307 - Computer Compliance, Regulations, & Investigations
CS311 - Information Security & Risk Management

Computer Science - Game Programming

Minor Requirements

Students must complete twenty-one credits hours of the courses listed below.

Required Courses

CS105 - Introduction to Computer Science
CS205 - Programming I: Imperative Programming
CS206 - Programming II: Object Oriented Programming
CS220 - C# Programming
CS303 - Programming III: Advanced Algorithms and Data Structures
CS330 - Internet Programming
CS454 - Game Production

Counseling Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (12 credit hours)
3. One additional Psychology course from PS208, 213, 302, or 320 (3 credit hours)
4. One additional Social Work course from SW207, 209, or 210 (3 credit hours)
5. One additional Social Work course from SW203, 205, or 208 (3 credit hours)

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

Required Courses

PS101 - Introduction to Psychology
PS301 - Introduction to Counseling
PS306 - Behavior Disorders
SW101 - Introduction to the Helping Professions

Creative Writing

Minor Requirements

1. A total of 18 credit hours
2. EN230 (up to 9 credit hours)
3. EN232 (up to 6 credit hours)
4. Two additional writing courses, choosing from: TH308, EN315, or EN326 (6 credit hours)

Criminal Justice Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (15 credit hours)
3. Two additional elective Criminal Justice courses, not to include CJ490 (6 credit hours)

Note: A grade of "C" or better must be earned in all Criminal Justice coursework for this minor.

Required Courses

CJ201 - Introduction to Criminal Justice
CJ301 - Law Enforcement Theory, Process and Practices
CJ321 - Theories of Criminal Justice
CJ330 - Corrections Theory, Process and Practices
CJ335 - Courts Theory, Process and Practices

Editing and Publishing Minor

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (6 credit hours)
3. Two digital publishing courses, choosing from: AR110, AR120, AR220, or CM103
4. Two editing courses, choosing from: EN230, 232, 315 (for an additional 3 hours) or 326 (6 credit hours)

Required Courses

Education Studies Minor

The Education Studies Minor is designed to provide a foundation of education coursework for students who intend to teach in public or private schools. This minor does NOT lead to certification.

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (12 credit hours)
3. One course from ED320 or PE323 (3 credit hours)
4. One course from ED355 or PE413 (3 credit hours)
5. One course from ED401 or PE320 (3 credit hours)

Required Courses

ED200 - Principles of Education

ED209 - Multimedia in the Classroom

ED304 - Teaching Reading and Writing in the Content Areas

ED310 - History and Philosophy of Education

English Minor

Minor Requirements

1. A total of 18 credit hours
2. Three English courses at the 200-level or above (9 credit hours)
3. Three English courses at the 300-level or above (9 credit hours)

European Studies Minor

Students explore the history, culture, and society of Europe through an interdisciplinary approach.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two European Studies courses, choosing from Any 300-level European History class, Ann 300-level English class with European concentration, AR250, AR260, or AR370 (6 credit hours)
4. One Literature Course, choosing from EN202 or 203 (3 credit hours)

Required Courses

HI110 - World Civilization I

HI111 - World Civilization II

EN206 - Continental European Literature

Gender Studies Minor

Students explore the relationships between gender, its construction, and its cultural representation through an interdisciplinary approach.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (6 credit hours)
3. Four Gender Studies courses, choosing from HI112, HI113, AR260, AR370, EN310, PS202, SW206 or SW209 (12 credit hours)

Required Courses

EN220 - American Women Writers
HI345 - America in Recent Times

Health Care Administration Minor

Minor Requirements

1. A total of 21 credit hours
2. The required course listed below (3 credit hours)
3. Two Business courses from AC207, EC203, or MG300 (6 credit hours)
4. Four additional elective Health Care Administration Courses from HC301, 304, 310, 311, 315, or 410 (12 credit hours)

Required Courses

HC201 - Health Care Delivery in the United States

Hispanic World Studies Minor

Students explore the Hispanic World and Latin@ culture and identity through an interdisciplinary approach.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)
3. Two Hispanic World Studies courses, choosing from SP105, HI307, AR260, or EN310 (6 credit hours)

Required Courses

SP101 - Elementary Spanish I
SP102 - Elementary Spanish II
HI325 - Latin American History
EN206 - Continental European Literature

History Minor

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (12 credit hours)

3. Two elective upper-level History courses (300 or above) - both courses must either be American or Non-American History Courses (6 credit hours)

Required Courses

HI110 - World Civilization I

HI111 - World Civilization II

HI112 - United States History I

HI113 - United States History II

International Studies Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (6 credit hours)
3. Two Foreign Language courses from the same language (6 credit hours)
4. A Cultural and Historical perspective course from EN206, EN310, HI303, HI321, HI325, HI339, HI346, RE210 or any global experience course. (3 credit hours)
5. Two Economic and Environmental perspective courses from BA360, BI430, EC211, EC220, IS360, PO341 or PO342 (6 credit hours)

Required Courses

IS150 - Global Issues

IS250 - Cross Cultural Communications

Literacy Minor

This minor prepares students to deepen their understanding of teaching reading at all levels and incorporating literature into instruction. The courses meet the Read to Succeed requirements for South Carolina.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (15 credit hours)
3. One additional course, choosing from: ED228 or EN329 (3credit hours)

Required Courses

ED303 - Teaching Reading: Instructional Practices

ED304 - Teaching Reading and Writing in the Content Areas

ED312 - Foundations of Teaching Reading

EE307 - Emergent Literacy

ED412 - Diagnostic Assessment and Prescriptive Teaching of Reading

Math Minor

Minor Requirements

A minor in mathematics is offered to require:

1. At least 18 hours of mathematics courses numbered MA160 or above (cannot include MA350 or MA452)
2. Must include at least six credit hours in 300-level or above courses

Museum Docent Studies Minor

Students explore academic fields related to museums and public history that could be beneficial to future museum work.

Minor Requirements

1. A total of 18 credit hours
2. The required courses listed below (15 credit hours)
3. One Historic Studies course, choosing from HI490, EN340, AR370, MU205, TH330 (3 credit hours)

Required Courses

HI347 - Introduction to Public History

EN105 - Fundamentals of Public Speaking

TH103 - History of Theatre

AR250 - Prehistoric Art to Gothic Art

AR260 - Renaissance Art to Modern Art

Music Minor

Minor Requirements

1. A total of 19 credit hours
2. A passing score on the Departmental Entrance Examination or MU119
3. The required courses listed below (8 credit hours)
4. Applied music courses including 2 semesters at the 100 level and 2 semesters at the 200 level (4 credit hours)
5. Applied instruction (private lessons) is offered to all students for one hour credit in the study of voice, keyboard, brass, woodwind, and percussion.
6. A grade of "C" or better must be earned in all music course-work for the music minor.

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

Required Courses

MU129 - Beginning Aural Skills

MU139 - Music Theory I

MU208 - Music Survey

MU119 - Fundamentals of Music Theory

Physical Education Minor

Minor Requirements

1. A total of 21 credit hours
2. The required courses listed below (13 credit hours)
3. Three Physical Education Activity courses from PE129 to PE170 (3 credit hours)
4. One Physical Education elective numbered 300 or above (3 credit hours)

Note: PE301 and 302 have prerequisites of BI 101 or 110, BI 210 and BI 211.

Required Courses

PE200 - Foundations of Physical Education

PE201 - Personal and Community Health

PE202 - First Aid and CPR/AED

PE301 - Kinesiology

PE302 - Exercise Physiology

Professional Communications Minor

This minor has a Graphic Communications Emphasis.

Minor Requirements

Students must complete twenty-one credits hours including the following courses listed below.

Note: CM102 & CM103 are pre-requisites for CM410.

Required Courses

CM103 - Narratives Across Media

CM120 - Introduction to Graphic Design

CM220 - Typography and Visual Communication

CM320 - Graphic Design III

CM410 - Introduction to Digital Literacies I

CM412 - Introduction to Digital Literacies 2

AR110 - Introduction to Digital Tools and Media

Psychology Minor

Minor Requirements

1. A total of 18 credit hours
2. The required course listed below (3 credit hours)
3. One class from each of the following groups (12 credit hours)
 - PS 204 or 320
 - PS 303 or 307
 - PS 304, 305, or 311
 - PS 310 or 314
4. One additional Psychology course (3 credit hours)

Note: A grade of "C" or better must be earned in all Psychology coursework is required for the minor.

Required Courses

PS101 - Introduction to Psychology

Sport Management

Minor Requirements

Required Courses

- SM100 - Introduction to Sport Management
- SM200 - Event and Facility Management
- SM201 - Sport Communication
- SM300 - Sport Law
- SM301 - Sport Governance and Policy

Sport Management Minor

Minor Requirements

Required Courses

- SM100 - Introduction to Sport Management
- SM201 - Sport Communication
- SM301 - Sport Governance and Policy
- SM300 - Sport Law
- MG300 - Principles of Management
- SM200 - Event and Facility Management

Theater Minor

Minor Requirements

- 1. A total of 18 credit hours
- 2. The required courses listed below (12 credit hours)
- 3. Two additional Theater electives from TH202, 307, or 308 (6 credit hours)

Required Courses

- TH101 - Drama Appreciation
- TH102 - Acting: Basics
- TH103 - History of Theatre
- TH110 - Fundamentals of Play Production

Course Descriptions

Accounting
AC207 - 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 users of financial statements.
Credits: 3 Prerequisites: Prerequisite: MA116 (For students transferring a math course prior to entering Limestone, MA 115 or MA 116.) Same Course As:

Accounting
AC208 - 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.

Credits: 3 Prerequisites: AC207 Prerequisite: Same Course As:

Accounting

AC221 - 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.

Credits: 3 Prerequisites: AC207 Prerequisite: Same Course As:

Accounting

AC330 - Intermediate Accounting I

This course builds on financial accounting concepts and principles covered in the 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 the time value of money concepts, assets and financial statements with an emphasis on the pronouncements of the Financial Accounting Standards Board.

Credits: 3 Prerequisites: AC207 Prerequisite: Same Course As:

Accounting

AC331 - 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.

Credits: 3 Prerequisites: AC330 Prerequisite: Same Course As:

Accounting

AC332 - 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.

Credits: 3 Prerequisites: AC207 Prerequisite: Same Course As:

Accounting

AC335 - Governmental and Not-for-Profit Accounting

An exploration of the characteristics and types of governmental and not-for-profit organizations, their accounting systems and financial reporting requirements, and the sources of accounting principles for these organizations. Particular emphasis is given to fund accounting and Comprehensive Annual Financial Reports (CAFR). (This course is taught every other year in the spring semester, alternate years to Accounting 436)

Credits: 3 Prerequisites: AC330 Prerequisite: Same Course As:

Accounting

AC337 - Cost Accounting

An intensive cost accounting course designed to blend theory with practical application for the accounting of manufacturing firms.

Credits: 3 Prerequisites: AC207, AC208 Prerequisite: Same Course As:

Accounting

AC436 - Auditing

Basic principles of auditing with an emphasis on analyzing and verifying records and reports. Auditing standards, procedures, rules of professional conduct, and report writing will be studied.

Credits: 3 Prerequisites: AC330 Prerequisite: Same Course As:

Accounting

AC475 - Diamond Resort Accounting Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 6 hours can count toward the accounting concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Accounting

AC480 - Advanced Accounting

This course presents specialized accounting topics; including mergers and acquisitions, preparation of consolidated financial statements, partnership accounting, and foreign currency transactions and translations.

Credits: 3 Prerequisites: AC331 Prerequisite: Same Course As:

Accounting

AC490 - 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 semester hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (in the same field or different field). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Accounting

AC600 - Managerial Accounting

This course explores the role of cost management in attaining and maintaining strategic competitiveness. Cost management is studied as a value-added activity that supports the organizations strategy. Students prepare and demonstrate an understanding of cost projection, cost analysis, and cost determination reports provided to operating managers.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA103 - 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).

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA104 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA200 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: EC200, MA200

Business Administration

BA215 - 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.

Credits: 3 Prerequisites: EN102 Prerequisite: Same Course As: EN215 Writing Intensive.

Business Administration

BA218 - 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.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA220 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA310 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: PL310

Business Administration

BA315 - Business Law I

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations.

Credits: 3 Prerequisites: Prerequisite: Same Course As: LG315

Business Administration

BA316 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: LG316

Business Administration

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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: LG317

Business Administration

BA324 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: HR324

Business Administration

BA360 - 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.

Credits: 3 Prerequisites: Prerequisite: MG300 or MK300 Same Course As: EC360, IS360

Business Administration

BA442 - Corporate Entrepreneurship Strategies

The corporate entrepreneurship course explores industry and firm-based strategies for the creation of new technologies, products, and processes within an existing business. Students examine the theories of competition and industry which promote opportunities and innovation.

Credits: 3 Prerequisites: Prerequisite: MG300, MK300, EC/BA360, FI312, AC207, EC204, BA310 BA215 Same Course As:

Business Administration

BA452 - Business Policy

The study of the functions and responsibilities of general management and the problems which affect the character and success of the total enterprise.

Credits: 3 Prerequisites: AC207, AC208, BA215, BA310, BA315, BA360, FI312, MG300, MK300, EC203, EC204 Prerequisite: Same Course As:

Business Administration

BA475 - Diamond Resort Business Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit. This is a semester-long (16-weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Business Administration

BA490 - 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). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Business Administration

BA500 - Foundations in Business

The purpose of this course is to give non-business majors or those not comfortable in specific business topics a basic understanding of business to ensure success in the MBA program. Depending on each student's prior academic background, a different number of foundational modules may be required. Grading is on a satisfactory/unsatisfactory basis. Credit awarded for this course will not count toward graduation requirements for the MBA program. Once the required modules are completed, the student may begin the MBA program.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA501 - Group Dynamics I

This course provides students with an understanding of the fundamental theory of teamwork. After this course, students should understand and be able to articulate the issues surrounding teamwork and how it can be used to lead to increased performance and productivity. The course also concentrates on how different management skills and techniques affect group dynamics. To be successful in today's business environment, business leaders need knowledge and skill in productivity and teamwork.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA540 - Organizational Ethics

This course presents the theory and practical application of ethics in organizations along with the numerous issues and nuances surrounding ethical dilemmas. Through current case studies, students will demonstrate knowledge of an organization's stakeholders and the various ethical conflicts inherent in the global marketplace.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA601 - Group Dynamics II

This course extends the student's knowledge of teams by focusing on the internal dynamics of teams. Through various case studies, students will demonstrate an awareness of team design, various communications methods, and strategies for handling conflict in the global marketplace.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Business Administration

BA670 - Strategic Management

As the capstone course, this course offers a convergence of previous learning in the program. Through this course, students will demonstrate through various case studies a command of previous coursework through application of multifunctional approaches to the issues in the global economy.

Credits: 3 Prerequisites: Prerequisite: All other courses in the major. Same Course As:

Business Administration

BA680 - Group Dynamics III

This course highlights the benefits of social capital, networking, and inter-team relations. Through the use of a simulation and case study, students will demonstrate and apply an understanding of Strategic and Business-related concepts in a team setting. In addition, students will take a comprehensive standardized exam that will include the content covered in the MBA program.

Credits: 1 Prerequisites: BA670 Prerequisite: Same Course As:

Management

MG300 - Principles of Management

This course examines the functions of management (planning, directing, controlling, organizing, staffing, communicating, and decision-making) from a balanced perspective.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As:

Management

MG301 - Event and Facility Management

This course provides the student with an examination of the functions of planning, management, evaluation, maintenance, operations, and situational analyses as they relate to facility management. The course will also provide a comprehensive knowledge of event planning and sports marketing for athletic contests, tournaments, and special events.

Credits: 3 Prerequisites: Prerequisite: SM100 or permission of professor Same Course As: SM202

Management

MG311 - Staffing and Labor Relations

This course overviews the development and function of labor relations. The course examines the historical importance of unions in economic and social problems and the management of the workforce today.

Credits: 3 Prerequisites: Prerequisite: MG 300; LG 315 Same Course As:

Management

MG318 - 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.

Credits: 3 Prerequisites: MG300 Prerequisite: Same Course As:

Management

MG323 - Organizational Behavior

A study of the determinants of behavior at the individual, interpersonal, group, intergroup, and inter-organizational levels.

Credits: 3 Prerequisites: MG300 Prerequisite: Same Course As: PS323

Management

MG326 - Principles of 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.

Credits: 3 Prerequisites: MG300, EN102 Prerequisite: Same Course As:

Management

MG346 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As: MK346

Management

MG350 - 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.

Credits: 3 Prerequisites: MG300 Prerequisite: Same Course As:

Management

MG401 - 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.

Credits: 3 Prerequisites: MG300 Prerequisite: Same Course As: HR401

Management

MG406 - 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.

Credits: 3 Prerequisites: Prerequisite: MA115, MA116 or above, and MG300, or permission of the instructor Same Course As:

Management

MG411 - Moral Leadership

The course 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 students develop skills in moral discernment and judgment and to further develop the student's definition of moral leadership.

Credits: 3 Prerequisites: BA310 Prerequisite: Same Course As:

Management

MG475 - Diamond Resort Management Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 6 hours can count toward the marketing concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Management

MG490 - 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 semester hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (in the same field or different field). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Management

MG520 - Organizational Theory and Behavior

Organizational Theory and Behavior familiarizes students with the principles of human behavior that effective managers utilize when managing individuals and groups within the organization. Students will investigate and practice theories relating to individual differences in abilities and attitudes, attribution, motivation, conflict resolution, organizational culture as well as organizational structure and design. Students will be required to become familiar with relevant research in the field. A solid grounding in Organizational Theory & Behavior will help today's business leaders be successful.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Management

MG602 - Group Dynamics

This course focuses on the behavior of individuals within formal and informal group structures. Case studies, interactive exercises, and simulations are used to explore the stages of group development, decision-making techniques, group problems and problem solving, team roles, and impact of personalities in group environments. Students will demonstrate and awareness of team design, various communication methods, and strategies for handling conflict in a business environment.

Credits: 3 Prerequisites: MG520, MK530 Prerequisite: Same Course As:

Management

MG620 - Supply Chain Management

This course focuses on the strategies used in the development and management of national and global supply chains. Through this course, students will be able to take a systems approach and analyze the supply chain system to maximize efficiencies and limit costs.

Credits: 3 Prerequisites: MA550 Prerequisite: Same Course As:

Management

MG650 - Leadership & Change

This course concentrates on a critical analysis of the various leadership theories between leaders and followers. Using case studies, students will demonstrate an understanding of leaders and leadership as well as creating a vision, developing and implementing strategies for implementing that vision, and employee empowerment and motivation.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Marketing

MK300 - Principles of Marketing

The role of marketing in the business environment is examined with respect to its functions, applications, and policies.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As:

Marketing

MK319 - 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.

Credits: 3 Prerequisites: Prerequisite: EN 102 or EN 103. Same Course As:

Marketing

MK329 - 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.

Credits: 3 Prerequisites: MK300 Prerequisite: Same Course As:

Marketing

MK335 - 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.

Credits: 3 Prerequisites: MK300 Prerequisite: Same Course As:

Marketing

MK342 - 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.

Credits: 3 Prerequisites: MK300 Prerequisite: Same Course As:

Marketing

MK343 - 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.

Credits: 3 Prerequisites: MK300 Prerequisite: Same Course As:

Marketing

Marketing
MK345 - 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.

Credits: 3 Prerequisites: Prerequisite: MK300 or PS101 Same Course As:

Marketing

MK346 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As: MG346

Marketing

MK347 - Marketing Research

This course is an overview of the interplay between research and business and how the scope of research varies with the type of business orientation that characterizes a company. The scientific method is applied to the solution of marketing problems. Fieldwork practice is offered in market research techniques including research design, data collection, statistical analysis, and interpretation of results.

Credits: 3 Prerequisites: MK300, MA200 Prerequisite: Same Course As:

Marketing

MK410 - 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.

Credits: 3 Prerequisites: BA360, MK300 Prerequisite: Same Course As:

Marketing

MK475 - Diamond Resort Marketing Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 6 hours can count toward the marketing concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Marketing

MK490 - 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 semester hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (in the same field or different field). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Marketing

MK530 - Marketing Management

In this course, students examine the character and importance of the marketing process, its essential functions, and the institutions exercising these functions. Students will be required to become familiar with relevant research in the field. Through various casework and problem-solving exercises, students will demonstrate an in-depth knowledge of the social, economic,

and political implications of various marketing philosophies. Marketing is a vital aspect of all business environments.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Legal

LG300 - Sport Law

This course provides students with the requisite knowledge of legal issues specific to the sports industry. The students will become familiar with the basics of tort, constitutional, and business law, including risk and disaster management - which covers terrorism, storms, and other unforeseen legal events. Additional areas of study include negligence, liability, contract law, labor law, anti-trust legislation, intellectual property, and agency.

Credits: 3 Prerequisites: Prerequisite: SM 100, SM 201, or permission of the professor Same Course As: SM300

Legal

LG315 - Business Law I

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA315

Legal

LG316 - Business Law II

This course provides a working knowledge of federal legislation and regulations affecting employers. It introduces a practical approach to employment law and expounds on a foundation of legal principles. Topics covered in the course include employer awareness of protected classes, the effects of anti-discrimination law, contract formation, the role of labor unions and collective bargaining in the work environment.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA316

Legal

LG317 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA317

Legal

LG320 - 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.

Credits: 3 Prerequisites: EN102 Prerequisite: Same Course As:

Legal

LG335 - 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.

Credits: 3 Prerequisites: Prerequisite: CJ201 or permission of the instructor. Same Course As: CJ231

Legal

LG340 - Criminal Procedures

This course concentrates on those legal procedures which ensure a defendant's Constitutional rights. Important court cases are introduced.

Credits: 3 Prerequisites: Prerequisite: CJ201 or permission of the instructor. Same Course As: CJ240

Legal

LG440 - Constitutional Law

In this course, students learn the history and philosophy of the American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties.

Credits: 3 Prerequisites: Prerequisite: Junior or Senior standing, or permission of the instructor. Same Course As: PO440, CJ204

Legal

LG475 - Diamond Resort Legal Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 6 hours can count toward the legal concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Legal

LG490 - 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). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Legal

LG560 - Legal Issues in Business

This course provides information on secondary stakeholders as well as legal issues surrounding global businesses. Through various case studies, students will demonstrate a comprehensive knowledge of the judicial system, government policies, the requirements of Sarbanes-Oxley, current anti-trust legislation, and labor laws. Students will be required to become familiar with relevant research in the field.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Economics

EC200 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA200, MA200

Economics

EC203 - 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 output levels are determined and how scarce resources are allocated in individual markets.

Credits: 3 Prerequisites: Prerequisite: MA116 (For students transferring a math course prior to entering Limestone, MA 115 or MA 116.) Same Course As:

Economics

EC204 - 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.

Credits: 3 Prerequisites: Prerequisite: MA116 (For students transferring a math course prior to entering Limestone, MA 115 or MA 116.) Same Course As:

Economics

EC211 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: GE211

Economics

EC220 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Economics

EC301 - Intermediate Microeconomics Analysis

Advanced analysis of the operation of the market economy in the areas of value and distribution theory.

Credits: 3 Prerequisites: EC203 Prerequisite: Same Course As:

Economics

EC302 - Intermediate Macroeconomics Analysis

Advanced analysis of the measurement of national income, employment, and economic growth.

Credits: 3 Prerequisites: EC204 Prerequisite: Same Course As:

Economics

EC304 - 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.

Credits: 3 Prerequisites: EC203 Prerequisite: Same Course As: HC304

Economics

EC306 - Sport Finance and Economics

This course will provide students with knowledge of how to develop an organizational budget and strategies for generating income and allocating resources. Students will also understand how to use financial indicators in developing strategic plans for the advancement of sports businesses, recreation, and athletic programs, as well as the contribution of the sports industry to the US and the global economy.

Credits: 3 Prerequisites: SM100, EC203, FI312 Prerequisite: Same Course As: FI306, SM306

Economics

EC307 - 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.

Credits: 3 Prerequisites: EC203, EC204 Prerequisite: Same Course As: FI307

Economics

EC316 - 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.

Credits: 3 Prerequisites: EC203, EC204, MA200 Prerequisite: Same Course As:

Economics

EC334 - 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.

Credits: 3 Prerequisites: FI312 Prerequisite: Same Course As: FI334

Economics

EC350 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As: HI350

Economics

EC360 - 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.

Credits: 3 Prerequisites: Prerequisite: MG300 or MK300 Same Course As: BA360, IS360

Economics

EC490 - 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 a different field). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from a Business and Economics department professor. Same Course As:

Economics

EC570 - Managerial Economics

The application of economic principles to managerial decision making is reviewed. The course addresses the importance of understanding the framework of economics and how it can be used to develop an intelligent, ongoing interest in the problems encountered in the management of the private sector. Topics include demand analysis and consumer behavior, empirical cost analysis, pricing practices, market structures and public policy issues. A problem solving and case study approach is used.

Credits: 3 Prerequisites: MA550 Prerequisite: Same Course As:

Finance

FI306 - Sport Finance and Economics

This course will provide students with knowledge of how to develop an organizational budget and strategies for generating income and allocating resources. Students will also understand how to use financial indicators in developing strategic plans for the advancement of sports businesses, recreation, and athletic programs, as well as the contribution of the sports industry to the US and the global economy.

Credits: 3 Prerequisites: SM100, EC203, FI312 Prerequisite: FI 312 with a grade of "C" or higher Same Course As: SM306, EC306

Finance

FI307 - 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.

Credits: 3 Prerequisites: EC203, EC204 Prerequisite: Same Course As: EC307

Finance

FI312 - 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 "TI BA II plus" business calculator is required for this course.

Credits: 3 Prerequisites: AC207 Prerequisite: Same Course As:

Finance

FI333 - 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. Students must earn a grade of "C" or higher to proceed to higher-level finance courses.

Credits: 3 Prerequisites: FI312 Prerequisite: FI 312 with a grade of "C" or higher Same Course As:

Finance

FI334 - 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.

Credits: 3 Prerequisites: FI312 Prerequisite: FI 312 with a grade of "C" or higher. Same Course As: EC334

Finance

FI335 - Investment Fund Management

Hands-on security analysis using cashflow, discount and price ratio models in a trading laboratory setting. After determining security value, undervalued securities will be considered for inclusion in the Cline Student Managed Investment Fund. Students will professionally communicate security risks and expected return at Limestone's student research symposium.

Credits: 3 Prerequisites: FI312 Prerequisite: FI 312 with a grade of "C" or higher. Same Course As:

Finance

FI340 - 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.

Credits: 3 Prerequisites: FI312 Prerequisite: FI 312 with a grade of "C" or higher. Same Course As:

Finance

FI400 - Cases in Finance

This case-centered course emphasizes strategic, financial decision-making by requiring analysis of company financials and policies reinforcing concepts, valuation techniques and theories. Students study case materials and apply analyses learned through this and prior courses to assess short-term and long-term financial management concerns and communicate their findings using professional oral and written skills.

Credits: 3 Prerequisites: FI333 Prerequisite: Same Course As:

Finance

FI435 - Portfolio Management

Hands-on training analyzing portfolio performance in a trading laboratory setting. Students prepare written quarterly and annual performance reporting for the Cline Student Managed Investment Fund securities and make recommendations to adjust current security selections. Professionally manage the funds risk and expected return, effectively communicate trade recommendations at the Limestone Student Research Symposium. The course can be repeated up to 3 times. To count as an elective for the Finance concentration, this course must be repeated 3 times.

Credits: 1 Prerequisites: FI335 Prerequisite: Same Course As:

Finance

FI475 - Diamond Resort Finance Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 3 hours can count toward the finance concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts. A maximum of 3 credit hours may be applied toward the finance concentration as an elective course.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Finance

FI490 - 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 semester hours or 6 semester hours of credit, respectively. A maximum of 3 credit hours may be applied toward the finance concentration as an elective course. A student may take up to 6 semester hours of an internship (in the same field or different field). Note: A student may not take more than 6 semester credit hours of internships.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a minimum 2.8 GPA, and a letter of recommendation from an accounting, finance or economics professor. Same Course As:

Finance

FI600 - Corporate Financial Management

Corporate Financial Management expands on previous coursework and focuses on capital budgeting, cost of capital analysis, return on investments, mergers and acquisitions, reorganizations, and bankruptcy proceedings. Through case studies and problem solving, students will demonstrate proper techniques used in financial analysis and planning. Corporate Financial Management is needed to make decisions in the business world that would enhance corporate value, without taking excessive financial risks.

Credits: 3 Prerequisites: AC600 Prerequisite: Same Course As:

Health Care Administration

HC201 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC210 - 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. Major ethical theories are used to debate and write effectively about ethical dilemmas. Topics related to professionalism include career explorations, presentations, expectations for academic and professional success, and professional ethical standards.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As: HS210 Writing Intensive.

Health Care Administration

HC301 - Health Care Finance

This course is an introduction to the current financial environment in the health care industry. The course blends the best of current finance theory with the tools needed in day-to-day practice, covering topics such as budgeting, staffing and using technology and big data to plan, monitor, and control financial status.

Credits: 3 Prerequisites: AC207, AC208, FI312 Prerequisite: Same Course As:

Health Care Administration

HC304 - 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.

Credits: 3 Prerequisites: EC203 Prerequisite: Same Course As: EC304

Health Care Administration

HC306 - Epidemiology and Public Health

Covers principles and methods of public health and epidemiology including tenets, applications, and foci of modern public health and its integration with other health professions. Biological, behavioral, sociocultural, economic, and environmental factors associated with etiology and distribution of disease are examined. Students will read, interpret and evaluate published epidemiologic studies.

Credits: 3 Prerequisites: Prerequisite: MA200, grade C or better. Same Course As: HS306

Health Care Administration

HC310 - Health Care Information Systems

This course is an introduction to the digital transformation of healthcare. 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC311 - Politics of Health Care

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC315 - Health Care Law

This course is an introduction to how U.S. law governs health care delivery. Students gain an understanding of various stakeholder perspectives, including providers, legislative bodies, patients, families, and patient advocates on legal issues and concerns.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC410 - Health Care Quality Management and Outcome Analysis

This course covers operations management, organizational behavior, and health services research through an interdisciplinary approach to 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 healthcare settings.
Credits: 3 Prerequisites: MA200, MG300 Prerequisite: Same Course As:

Health Care Administration

HC452 - Health Care Policy

This is the capstone course for the Bachelor of Science in Health Care Administration. It includes a comprehensive exit examination, career preparation activities, and a case study project that requires students to research and analyze a real-world health care administration scenario using a strategic management framework with a focus on the evaluation of strategic alternatives and strategy.

Credits: 3 Prerequisites: AC207, AC208, BA215, BA310, MG300, FI312, EC203, HC201, HC301, HC304, HC315 Prerequisite: Same Course As: Writing Intensive.

Health Care Administration

HC490 - Health Care Internship - 3 credit

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her study in Health Care Administration. The student will have a faculty sponsor, as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours for 3 semester hours of credit.

Credits: 3 Prerequisites: Prerequisite: Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/ Health Care Administration department professors. Same Course As:

Health Care Administration

HC491 - Health Care Internship

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her study in Health Care Administration. The student will have a faculty sponsor, as well as a supervisor, at the enterprise to direct and supervise the student's activities. A student is expected to complete 250 hours for 6 semester hours of credit.

Credits: 6 Prerequisites: Prerequisite: Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/Health Care Administration department professors. Same Course As:

Health Care Administration

HC520 - Healthcare Policy

This course provides an understanding of the formulation, adoption and implementation of public policy, and its effects on health care delivery. Students will examine federal, state, and local political processes and focus on the role of healthcare administrators, as well as other key stakeholders, in implementing health policies into operational and organizational strategies.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC601 - Healthcare Delivery in the United States

This course examines the delivery models of healthcare, the regulatory environment of healthcare, and the professional roles of people in healthcare. Research methodologies will be applied to evaluate the dynamic practices and innovations of healthcare services.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC610 - Healthcare Information Systems

This course researches the digital transformation, relevant and emerging information systems and technologies that exist in the healthcare industry. Healthcare information systems strategy and innovation essential to meeting the needs of effective and efficient healthcare delivery and services will be explored.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC620 - Healthcare Ethics/Legal

In this course, students will explore how ethics and legal issues impact corporate decision-making in the health care industry. Students will identify, analyze and apply ethical and legal principles to resolve health care–related case studies. Topics covered in this course include ethical principles in health care, health care regulatory and licensing laws, patient and staff protection laws, informed consent, end of life care and fraud/abuse.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Care Administration

HC650 - Healthcare Leadership and Change

Health care leaders of the 21st century are challenged to provide health care of higher quality and lower cost to a diverse population of Americans with greater life expectancies. This broad challenge encompasses a number of dilemmas that must be acknowledged, managed and addressed by skilled health care leaders. In this course, students will explore the dilemmas, role and competencies required of a health care administrator in leading organizational change. Students will examine various leadership theories and approaches, learn to create and implement vision, and develop strategies for sustaining change in the ever-evolving health care industry.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR101 - Basic Drawing and Composition

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR102 - Figure Drawing

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR103 - 2D Design

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR110 - Introduction to Digital Tools and Media

This course is a guided investigation of introductory concepts and techniques in digital media. Students will familiarize themselves with the vocabulary necessary to verbalize their creative process and critical thinking. Students will familiarize themselves with various graphics programs, tools, and approaches to solving design problems by creating various digitally produced art projects.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR120 - 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.

Credits: 3 Prerequisites: Prerequisite: AR101 or AR102, and AR103. (AR101 and AR102 may be waived for Professional Communications Majors.) Same Course As: CM120

Art

AR200 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR201 - Advanced Drawing

An advanced drawing course emphasizing image development by compositional and structural analysis.

Credits: 3 Prerequisites: AR101, AR102, AR103 Prerequisite: Same Course As:

Art

AR202 - Water Color

An introductory course in basic techniques of watercolor painting.

Credits: 3 Prerequisites: Prerequisite: AR101 or AR102, and AR103. Same Course As:

Art

AR203 - Beginning Painting

An introductory course in painting. Basic knowledge of various painting media, their techniques, and applications will be investigated.

Credits: 3 Prerequisites: Prerequisite: AR101 or AR102, and AR103. Same Course As:

Art

AR208 - Fundamentals of Sculpture

A fundamental course focusing on issues of creating artworks in three-dimensional form. Various design studies and techniques will be explored.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR210 - Ceramics I

A fundamental course in hand-built forms.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR211 - Ceramics II

A fundamental course in throwing on the potter's wheel. AR 210 recommended.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR213 - Crafts

An introductory course in various craft techniques from historical to contemporary.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR220 - Typography and Visual Communication

This course explores the key elements of visual communication and the relationship between text and image. Emphasis is placed on conceptual thinking, formal relationships, and audience. Assignments focus on typography, hierarchy, composition, and computer production skills.

Credits: 3 Prerequisites: Prerequisite: AR101 or AR102, and AR103. (AR101 and AR102 may be waived for Professional Communications Majors.) Same Course As: CM220

Art

AR240 - Art Appreciation

An introductory course in art: its forms, elements, styles, and purposes and its history in relation to its total culture.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR250 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR260 - Renaissance Art to Modern Art

A chronological survey of the history of art from the Renaissance through the Twentieth Century-including aesthetic, philosophical, political, social, religious, and cultural influences of each period on the art of that period.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Art

AR303 - Painting II

This second course in painting allows individual development in design and painting techniques acquired in AR203. A choice of oil or acrylic will be made with the prior consent of instructor.

Credits: 3 Prerequisites: AR203 Prerequisite: Same Course As:

Art

AR305 - Printmaking and Design Techniques

An introductory studio course in printmaking and the printing process.

Credits: 3 Prerequisites: Prerequisite: AR101 or AR102, and AR103 Same Course As:

Art

AR320 - 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 a cohesive design style is encouraged through a series of comprehensive cross-platform media projects.

Credits: 3 Prerequisites: Prerequisite: AR120 or AR220 Same Course As:

Art

AR370 - Contemporary Art History

A writing-intensive study of art from the 1970's to present.

Credits: 3 Prerequisites: Prerequisite: AR250 and AR260, or permission of instructor. Same Course As: Writing Intensive.

Art

AR403 - Painting III

An advanced course in painting requiring the completion of a series of problems in structure, image, and idea.

Credits: 3 Prerequisites: AR303 Prerequisite: Same Course As:

Art

AR440 - Senior Seminar in Drawing

An Upper-level drawing course emphasizing the development of each student's personal style, media choice, imagery, and concepts.

Credits: 3 Prerequisites: AR201 Prerequisite: Same Course As:

Art

AR475 - Studio Problems

Juniors and seniors may select up to nine (9) hours from the following areas: Drawing, Painting, Printmaking, Crafts, Ceramics, Photography, and Graphics. A course proposed by the student and approved by the instructor for the development of personal style, media, and source material.

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

AR 470A Studio Problems - Photography

AR 470B Studio Problems - Painting

AR 470C Studio Problems - Printmaking

AR 470D Studio Problems - Graphic Design

AR 470E Studio Problems - Basketmaking

AR 470F Studio Problems - Dry Point

AR 470G Studio Problems - Silk-screen

AR 470H Studio Problems - Ceramics

AR 470I Studio Problems - Jewelry

AR 470J Studio Problems - Watercolor

AR 470K Studio Problems - Crafts

AR 470L Studio Problems - Monoprinting

AR 470M Studio Problems - Weaving

AR 470N Studio Problems - Drawing

AR 470P Studio Problems - Figure Drawing

Credits: 3 Prerequisites: Prerequisite: Permission of instructor and appropriate prerequisites. Same Course As:

Art

AR480 - 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.

Credits: 3 or 6 Prerequisites: Prerequisite: Permission of instructor and a minimum 2.5 grade point average. Same Course As:

Art

AR490 - Senior Art Exhibit

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

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Computer Science

CS102 - Microcomputer Applications

This is an introduction to microcomputer applications concentrating on the use of word processing, presentation, and spreadsheet applications.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As:

Computer Science

CS103 - 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. Material Fee.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As:

Computer Science

CS105 - 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.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As:

Computer Science

CS201 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS205 - Programming I: Imperative Programming

A course concerned with problem-solving using a high-level language focusing on the basic techniques of programming: data types, control structures, iteration, I/O, and procedural abstraction.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS206 - 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.

Credits: 3 Prerequisites: CS205 Prerequisite: Same Course As:

Computer Science

CS207 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS208 - Telecommunications & Network Security

This course examines the internal, external, public, and private communication systems; networking structures; devices; protocols; and remote access and administration.

Credits: 3 Prerequisites: CS201 Prerequisite: Same Course As:

Computer Science

CS209 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: ED209, HR209

Computer Science

CS220 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS234 - Web Page Development

This course covers the design, development, and creation of Web pages using the HyperText Markup language (HTML) and the Extensible Markup language (xHTML).

Credits: 3 Prerequisites: CS103 Prerequisite: Same Course As:

Computer Science

CS303 - 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.

Credits: 3 Prerequisites: CS206 Prerequisite: Same Course As:

Computer Science

CS304 - 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.

Credits: 3 Prerequisites: CS205 Prerequisite: Same Course As:

Computer Science

CS305 - 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.

Credits: 3 Prerequisites: CS205 Prerequisite: Same Course As:

Computer Science

CS307 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS309 - 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 counter-measures to protect facilities, hardware, data, media, and personnel; facility selection, entry methods, and environmental safety procedures are also discussed.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS311 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS320 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: HI320

Computer Science

CS330 - 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.

Credits: 3 Prerequisites: CS105 Prerequisite: Same Course As:

Computer Science

CS409 - 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.

Credits: 3 Prerequisites: CS201 Prerequisite: Same Course As:

Computer Science

CS426 - Internet Database

This course uses MySQL to build secure, database-driven web sites.

Credits: 3 Prerequisites: CS305 Prerequisite: Same Course As:

Computer Science

CS441 - 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.

Credits: 3 Prerequisites: CS304 Prerequisite: Same Course As:

Computer Science

CS454 - Game Production

A course that focuses on the game development process.

Credits: 3 Prerequisites: CS303 Prerequisite: Same Course As:

Computer Science

CS470 - 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 project in conjunction with the student's major concentration: information technology, programming, or security. Additionally, students will be required to write a formal research paper 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.

Credits: 3 Prerequisites: Prerequisite: All required courses in Computer Science major/concentration. Same Course As: Writing Intensive.

Computer Science

CS475 - Diamond Resort Computer Science Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from a business professor, and approval from Diamond Resorts. Same Course As:

Computer Science

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.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior Status Same Course As:

Computer Science

CS604 - Systems Analysis and Design

The course provides a practical look at the methodologies, tools, and techniques necessary for implementation, operation, and maintenance of an information system, including an in-depth study of the systems development life cycle.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Computer Science

CS605 - Database Design and Data Analytics

Focused on database design and data analytics, students will learn how to strategize database management systems that scale to meet the needs of evolving business environments as well as manage and analyze the data mined from these systems.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Computer Science

CS641 - Project Management

This course is designed to provide students with the essential tools needed for leading and managing information technology projects, which include initiating, planning, executing, controlling, reporting, and closing a project. Additional topics include the evolving role of the information technology manager.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT 533 - Therapeutic Interventions IV

This course is designed to place an emphasis on the theories, concepts and interventions involved in rehabilitating and reconditioning injuries associated with the lower extremity. Students will gain an understanding of how evidence-based clinical decisions is focal to the progression of athletic injury rehabilitation programs. Additional study will investigate and analyze indications, contradictions and biophysics of agents that augment the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises and rehabilitative techniques.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT188 - Athletic Training Practicum I

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 180.

Credits: 1 Prerequisites: Prerequisite: AT180 or permission of the Program Director. Same Course As:

Athletic Training

AT189 - 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.

Credits: 1 Prerequisites: Prerequisite: AT188, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT200 - First Aid and CPR/AED for the Professional 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.

Credits: 2 Prerequisites: Prerequisite: AT180 and/or permission of the Program Director. Same Course As:

Athletic Training

AT201 - 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.

Credits: 3 Prerequisites: Prerequisite: AT180 and/or permission of the Program Director. Same Course As:

Athletic Training

AT288 - 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.

Credits: 1 Prerequisites: Prerequisite: AT189 and/or permission of the Program Director. Same Course As:

Athletic Training

AT289 - 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.

Credits: 1 Prerequisites: Prerequisite: AT188 and/or Permission of the Program Director. Same Course As:

Athletic Training

AT370 - 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.

Credits: 2 Prerequisites: Prerequisite: BI285, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT380 - Orthopaedic Injury Evaluation I

This course is a study in the clinical evaluation and treatment of cranial, facial, eye, temporomandibular joint, shoulder, upper arm, thorax, abdomen, hip, thigh, pelvis, and cervical spine injuries as they relate to sports medicine trauma. Three hours of lecture and one hour of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI210, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As: Writing Intensive.

Athletic Training

AT381 - Orthopaedic Injury Evaluation II

This course is a study in the clinical evaluation and treatment of wrist, hand, elbow, forearm, knee, patellofemoral joint, knee, lower leg, foot, ankle, and thoracic and lumbar spine injuries as they relate sports medicine trauma. Three hours of lecture and one hour of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI210, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT383 - 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.
Credits: 4 Prerequisites: Prerequisite: AT380, AT381, BI210, BI211, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT385 - 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.

Credits: 4 Prerequisites: Prerequisite: AT380, AT381, AT383, BI210, BI211, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As: Writing Intensive.

Athletic Training

AT387 - 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.

Credits: 3 Prerequisites: Prerequisite: Admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT388 - Athletic Training Practicum V

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 385, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation.

Credits: 1 Prerequisites: Prerequisite: AT289 and/or Permission of the Program Director. Same Course As:

Athletic Training

AT452 - 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.

Credits: 2 Prerequisites: Prerequisite: Senior Status, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Athletic Training

AT481 - Organization and Administration of Athletic Training

This course educates students in the preparation of planning, designing, developing, organizing, programming, implementing, directing, and evaluating athletic training programs.

Credits: 3 Prerequisites: Prerequisite: AT180, admission to the Athletic Training Program, and/or Permission of the Program Director. Same Course As:

Athletic Training

AT488 - Athletic Training Practicum

In this course, students will be assigned to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation.

Credits: 1 Prerequisites: Prerequisite: Senior standing, and/or permission of the program director. Same Course As:

Athletic Training

AT489 - 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.

Credits: 1 Prerequisites: Prerequisite: AT388 and/or permission of the Program Director. Same Course As:

Athletic Training

AT490 - 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.

This internship is only available for six credit hours which equates to 250 clinical 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.

Credits: 6 Prerequisites: Prerequisite: Senior standing, and a minimum cumulative and major 2.5 grade point average. Same Course As: Writing Intensive.

Athletic Training

AT500 - Emergency Care in AT

The purpose of this course is to provide a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that lead to sudden death. Students will complete a mini-rotation in the emergency department in the local hospitals as well as participate in a ride-along shift with Emergency Medical Services (EMS) as part of the AT 510 Clinical Experience course in the Summer I term. Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR/AED or American Heart Association Basic Life Support for Healthcare Providers and admission to the M. AT Program.

Credits: 4 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT501 - Taping and Bracing

Content will include athletic taping and bracing techniques commonly used to prevent and mitigate athletic-related injuries in the physically active population. Students will develop an understanding of the implications and use of protective equipment that is utilized in athletic and rehabilitative settings.

Students will be expected to complete specific taping, bracing and padding techniques as well as equipment inspection, and fitting and removal. Additional study includes the Orthopedic Physician Extender (OPE) curriculum regarding casting and orthopedic bracing. Upon completion of the OPE curriculum, students are eligible to take the OPE Certification Exam

Credits: 3 Prerequisites: Prerequisite: Admission to the M.AT. Same Course As:

Athletic Training

AT510 - Clinical Experience I

Students will complete a mini rotation in the emergency department in the local hospitals as well as participate in a ride-along shift with Emergency Medical Services (EMS).

Credits: 1 Prerequisites: Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Healthcare Providers. Admission to Master of AT. Same Course As:

Athletic Training

AT511 - Clinical Experience II

This course provides students with the opportunity to gain clinical experiences with a variety of age, gender, team, and individual sports. While in this course, students will review and be evaluated on clinical proficiencies required by the Athletic Training Program and the professional accreditation through CAATE. Additionally, students will complete journal reflections, bi-semester evaluations, and practical evaluation, while gaining clinical experience under the direct supervision of a preceptor.

Credits: 2 Prerequisites: AT500, AT501 Prerequisite: Same Course As:

Athletic Training

AT512 - Clinical Experience III

This course provides students with the opportunity to gain clinical experiences with a variety of age, gender, team, and individual sports. While in this course, students will review and be evaluated on clinical proficiencies required by the Athletic Training Program and the professional accreditation through CAATE. Additionally, students will complete journal reflections, bi-semester evaluations, and practical evaluation, while gaining clinical experience under the direct supervision of a preceptor.

Credits: 2 Prerequisites: AT511 Prerequisite: Same Course As:

Athletic Training

AT513 - Clinical Experience IV

Students will complete a mini-rotation with a general practitioner, nurse practitioner, gynecology, dentistry, optometry, ENT, or immediate care as part of the AT 513 Clinical Experience course in the Fall term.

Credits: 1 Prerequisites: AT512 Prerequisite: Same Course As:

Athletic Training

AT514 - Clinical Experience V

This course provides students with the opportunity to gain clinical experiences with a variety of age, gender, team, and individual sports. While in this course, students will review and be evaluated on clinical proficiencies required by Limestone College AT program and the professional accreditation through CAATE. Additionally, students will complete journal reflections, bi-semester evaluations, and practical evaluation, while gaining clinical experience under the direct supervision of a preceptor.

Credits: 2 Prerequisites: AT513 Prerequisite: Same Course As:

Athletic Training

AT515 - Clinical Experience VI

In this course, students will participate in clinical experiences outside of the classroom that will expose them to diverse populations including but not limited to age, gender, team and individual sports, orthopedic and non-orthopedic conditions, and settings. Specifically, students will complete a mini rotation with healthcare professionals under the general medical condition umbrella. While in this course, students will review and be evaluated on CAATE curricular content standards addressed in AT NU 502 through assignments, clinical skills, and/or simulation.

Credits: 2 Prerequisites: AT514 Prerequisite: Same Course As:

Athletic Training

AT515 - Clinical Experience VI

In this course, students will participate in clinical experiences outside of the classroom that will expose them to diverse populations including but not limited to age, gender, team and individual sports, orthopedic and non-orthopedic conditions, and settings. Students will have the opportunity to choose a clinical site outside of the immediate Limestone University community. This course is an immersive clinical experience. There will be reduced didactic coursework with no synchronous meeting in order to allow students to focus on their clinical environment. While in this course, students will review and be evaluated on CAATE curricular content standards addressed in AT 523 through assignments and clinical skills.

Credits: 3 Prerequisites: AT515 Prerequisite: Same Course As:

Athletic Training

AT515 - Clinical Experience VI

In this course, students will participate in clinical experiences outside of the classroom that will expose them to diverse populations including but not limited to age, gender, team and individual sports, orthopedic and non-orthopedic conditions, and settings. While in this course, students will review and be evaluated on CAATE curricular content standards addressed in AT 550 and NU 503 through assignments, clinical skills, and/or simulation in addition to preparing for the Board of Certification Exam.

Credits: 2 Prerequisites: AT516 Prerequisite: Same Course As:

Athletic Training

AT520 - Clinical Evaluation and Diagnosis I: Head/Spine

This course provides a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the lower extremity including identification of risk factors, the role of clinical outcome measures, management, and appropriate referral decisions.

Credits: 3 Prerequisites: AT500, AT501 Prerequisite: Same Course As:

Athletic Training

AT521 - Clinical Evaluation and Diagnosis II: Upper Extremity

This course provides a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the head, spine, and trunk including identification of risk factors, the role of clinical outcome measures, management, and appropriate referral decisions.

Credits: 3 Prerequisites: AT520 Prerequisite: Same Course As:

Athletic Training

AT522 - Clinical Evaluation and Diagnosis III: Lower Extremity

This course provides a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the upper extremity including identification of risk factors, the role of clinical outcome measures, management, and appropriate referral decisions.

Credits: 3 Prerequisites: AT521 Prerequisite: Same Course As:

Athletic Training

AT523 - Clinical Evaluation and Diagnosis IV: General Medical Conditions

This course provides a comprehensive approach to pathophysiology, assessment, diagnosis, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications. Students will identify risk factors, the role of clinical outcome measures, and the appropriate referral decisions. There will be an emphasis on the knowledge, skills and values required of the Athletic Trainer for pharmacological applications, including indications, contraindications, precautions, interactions, documentation, and governing regulations relevant to the treatment of injury and illness in athletic training.

Credits: 4 Prerequisites: AT522 Prerequisite: Same Course As:

Athletic Training

AT530 - Therapeutic Interventions I: Head/Spine

This course is designed to place an emphasis on the theories, concepts and interventions involved in rehabilitating and reconditioning injuries associated with the lower extremity. Students will gain an understanding of how evidence-based clinical decisions is focal to the progression of athletic injury rehabilitation programs. Additional study will investigate and analyze indications, contraindications and biophysics of agents that augment the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises, and rehabilitative techniques.

Credits: 3 Prerequisites: AT500, AT501 Prerequisite: Same Course As:

Athletic Training

AT531 - Therapeutic Interventions II: Upper Extremity

This course is designed to place an emphasis on the theories, concepts and interventions involved in rehabilitating and reconditioning injuries associated with the head, spine, and trunk. Students will gain an understanding of how evidence-based clinical decisions is focal to the progression of athletic injury rehabilitation programs. Additional study will investigate and analyze indications, contraindications and biophysics of agents that augment the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises and rehabilitative techniques.

Credits: 3 Prerequisites: AT530 Prerequisite: Same Course As:

Athletic Training

AT532 - Therapeutic Interventions III: Lower Extremity

This course is designed to place an emphasis on the theories, concepts and interventions involved in rehabilitating and reconditioning injuries associated with the head, spine, and torso. Students will gain an understanding of how evidence-based clinical decisions is focal to the progression of athletic injury rehabilitation programs. Additional study will investigate and analyze indications, contraindications and biophysics of agents that augment the healing of athletic injuries and the reduction of pain utilizing appropriate therapeutic modalities, basic therapeutic exercises, and rehabilitative techniques.

Credits: 3 Prerequisites: AT531 Prerequisite: Same Course As:

Athletic Training

AT540 - Evidence-Based Practice I

The purpose of this course is designed to enable the student's clinical decision-making process in a manner that integrates the clinical experience, patient values, and the best available evidence. It is also intended to develop entry-level evidence-based practice courses with the use of informatics and technology to access medical literature. The course will cover topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to evidence-based practice.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT541 - Evidence-Based Practice II

The purpose of this course is designed to enable the student's clinical decision-making process in a manner that integrates the clinical experience, patient values, and the best available evidence. It is also intended to develop entry-level evidence-based practice courses with the use of informatics and technology to access medical literature. The course will review topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to evidence-based practice. Students will complete the initial phase of a professional case study for publication. Co-requisites: AT 514, AT 523, and AT 533.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT542 - Evidence-Based Practice III

The purpose of this course is designed to enable the student's clinical decision-making process in a manner that integrates the clinical experience, patient values, and the best available evidence. It is also intended to develop entry-level evidence-based practice courses with the use of informatics and technology to access medical literature. The course will cover topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to evidence-based practice. The student will complete and submit a professional case study or a quality improvement project for publication to the National Athletic Trainers' Association or the Clinical Journal of Athletic Training.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT550 - Health Care Administration and Professional Development

This course provides a comprehensive approach to understanding the health care system, organization and administration of athletic training services including strategic planning and assessment, managing a physical facility with current standards and regulations, managing budgetary and fiscal processes, identifying, and mitigating sources of risk, and navigating multi-payer insurance systems and classifications.

Credits: 4 Prerequisites: NU501 Prerequisite: Same Course As:

Athletic Training

AT560 - Health Care Informatics

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to cost savings, error detection, quality improvement, and improved patient outcomes.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT570 - Quality Improvement

Quality improvement is the consistent, combined effort of many to make changes in healthcare that will improve patient outcomes, system performance, and professional development. This course is designed to enhance the athletic trainer's understanding of quality improvement, especially as it relates to patient outcomes (health), system performance (care), and professional development (learning). An overview of the history of quality improvement in healthcare will be provided to provide a global understanding of the value of the quality improvement to the advancement of patient care. Additionally, the Model of Improvement will serve as the theoretical foundation for the course. Topics will include creating and managing inter-professional teams, identifying quality improvement issues, process literacy, data collection for continuous improvement, and implementing system changes. During the course, students will also be introduced to common tools used in quality improvement projects, such as process diagrams, cause-and-effect diagrams, run charts, and plan-do-study-act cycles. Achievement of course learning objectives will occur through readings, multi-media presentations, discussions, presentations, and individual and/or group assignments. Co-requisites: AT 515, AT 542, and AT 560.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Athletic Training

AT575 - Clinical Experience

This course provides students with the opportunity to gain clinical experiences with a variety in age, gender, team and individual sports. While in this course, students will review and be evaluated on clinical proficiencies required by Limestone University Athletic Program and the professional accreditation through CAATE. Additionally, students will complete journal reflections, bi-semester evaluations, and a practical evaluation, while gaining clinical experience under the direct supervision of a preceptor.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Biology

BI101 - 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. Note: This course may not be taken as a coordinated study.

Credits: 4 Prerequisites: EN100 Prerequisite: Same Course As:

Biology

BI102 - 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. Note: This course may not be taken as a coordinated study.

Credits: 4 Prerequisites: Prerequisite: "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. Same Course As:

Biology

BI108 - 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.

Credits: 4 Prerequisites: EN100 Prerequisite: Same Course As:

Biology

BI110 - Fundamentals of Biology

An overview of the underlying chemical and cellular principles of biology, including chemical structures and bonding, the 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. This course is an acceptable prerequisite for Biology 210, and is appropriate for Athletic Training, Physical Education Elementary Education and other non-science majors.

Credits: 4 Prerequisites: EN100 Prerequisite: Same Course As:

Biology

BI114 - Human Biology (w/lab)

Presents fundamentals of cell biology, body organization, genetics, nutrition, anatomy, and physiology of body systems with an examination of human development, reproduction, disease, aging, behavior, and therapy. Current topics in human biology are explored in discussion and student assignments. This course is designed to meet the needs of the non-science major.

Credits: 4 Prerequisites: EN100 Prerequisite: Same Course As:

Biology

BI202 - Zoology

A comprehensive study of all the major phyla in the animal kingdom; emphasizing relationships of various groups to each other, their evolution, morphology, and ecological relationships. Use of both live and preserved material will be used to teach concepts. Three hours of lecture and two hours of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI101 with a C or better. Same Course As:

Biology

BI203 - Botany

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.

Credits: 4 Prerequisites: Prerequisite: BI102 with C or better, or permission of instructor. Same Course As:

Biology

BI210 - Human Anatomy and Physiology I

This survey of human anatomy and physiology will include integument, skeletal, bone growth and repair, joints, muscles and muscle tissue, nerves and the nervous system and sensory systems. Cellular analysis and the aging process will be discussed with each system. Continued in BI211. Three hours of lecture and two hours of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI101 or BI102 or BI110 with a C or better. Same Course As:

Biology

BI211 - Human Anatomy and Physiology II

A continuation of BI210. The following organ systems and concepts will be covered: endocrine, circulation, coagulation, lymphatics, immunity, respiratory, electrolytes, cellular metabolism, reproduction, and the process of aging. Three hours of lecture and two hours of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI210 with a C or better. Same Course As:

Biology

BI250 - Microbiology

This course will focus on significant microorganisms related 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, control of medically significant microorganisms, and our host defenses. The laboratory will focus on isolation, culture, identification, and control of medically-

important microorganisms.

Credits: 4 Prerequisites: Prerequisite: Same Course As: NU250, HS250

Biology

BI282 - Genetics

Explores the mechanisms of inheritance that underpin our understanding of biology. Topics include the history of genetics, mitosis, and meiosis, Mendelian and non-Mendelian inheritance, probability, sex determination, 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. Note: This course may not be taken as a coordinated study.

Credits: 4 Prerequisites: Prerequisite: BI102 with a C or better. Same Course As: Writing Intensive.

Biology

BI285 - 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. This course is not applicable for Athletic Training Majors.

Credits: 3 Prerequisites: Prerequisite: EN101 or EN103 Same Course As: KI285

Biology

BI2XX - Ecology and Experimental Biology

An examination of the interactions between organisms and their environment at the individual, population, community and ecosystem levels. Laboratory and field exercises will emphasize population sampling and quantitative analysis of data and environmental parameters. Students will design and complete independent research projects using the scientific method. One three-hour laboratory per week, possibly with off-campus trips for field study.

Credits: 4 Prerequisites: Prerequisite: BI101 and BI102 with a C or better in both. Same Course As:

Biology

BI303 - 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 a system are emphasized. Laboratory studies are designed to refine dissection skills while illustrating lecture topics.

Credits: 4 Prerequisites: Prerequisite: BI102 with a C or better. Same Course As:

Biology

BI307 - Microbiology

A comprehensive study of diagnostic microbiology with emphasis on the organisms that are associated with a disease. Laboratory exercises provide practice in the cultivation, examination, and identification methods. Three hours of lecture and two hours of laboratory per week.

Credits: 4 Prerequisites: Prerequisite: BI102 with a C or better. Same Course As: KI307

Biology

BI308 - Molecular Cell Biology

Present in-depth study of molecular processes and mechanisms in eukaryotic cells, emphasizing integration and coordination of diverse cellular processes. A weekly three-hour laboratory emphasizes aseptic molecular and cellular laboratory techniques.

Credits: 4 Prerequisites: Prerequisite: BI282 with a C or better, and CH110 and CH111. Same Course As:

Biology

BI309 - Exercise Physiology

A study of the responses and adaptations of body systems to activity stress.

Credits: 3 Prerequisites: Prerequisite: BI210 and BI211, or permission of the instructor. Same Course As: KI302

Biology

BI311 - 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.

Credits: 1 Prerequisites: Prerequisite: BI210 and BI211 with prerequisite or co-requisite: PE301, PE302/BI309 or PE322. Same Course As: KI307

Biology

BI315 - Principles of Biochemistry

An introductory study of the major metabolic pathways in the eukaryotic cell, including the structure and metabolism of amino acids, proteins, nucleic acids, carbohydrates and lipids; enzyme kinetics; metabolic regulation; thermodynamics; and enzymatic mechanisms. Three lecture & three lab hours. Accepted in lieu of Chemistry 304 for Biology Major.

Credits: 4 Prerequisites: Prerequisite: BI282 and CH303 with a C or better, or permission of instructor. Same Course As: CH315

Biology

BI320 - Immunology

Examines molecular and cellular basis of immune function including molecular and cellular components of immune responses; immunity to infectious diseases, allergy and tolerance, immunodeficiency; autoimmune disease; cancer immune- surveillance; transplantation immunology; and immunotherapy. Weekly three-hour laboratory emphasizes techniques used in clinical immunology studies and research.

Credits: 4 Prerequisites: Prerequisite: BI101, BI282, and CH110 with a C or better. Same Course As:

Biology

BI322 - Introductory Entomology

Presents a detailed study of insects and other important arthropods, including 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.

Credits: 4 Prerequisites: Prerequisite: BI102 with a C or better. Same Course As:

Biology

BI324 - Forensic Biology

Examines 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 forensic applications. A weekly three-hour laboratory is required.

Credits: 4 Prerequisites: Prerequisite: BI114 or BI210/211/282 and at least one semester of Chemistry with lab above CH105. Same Course As:

Biology

BI333 - Advanced Environmental Science

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 on the environment. Issues such as individual and cultural accountability and sustainability are examined. Students will complete projects on several topics. Includes one two hour lab per week.

Credits: 4 Prerequisites: Prerequisite: BI220 or permission of Instructor Same Course As:

Biology

BI406 - Pathophysiology

Study of pathological processes and their effects on homeostasis. Emphasis is pathophysiologic mechanisms, including etiology, physical signs and symptoms, progression, management, and prognosis of major human diseases. Three-hour weekly laboratory contrasts gross and histologic pathology with normal tissue.

Credits: 4 Prerequisites: Prerequisite: "C" or better in BI210 and 211 and successful completion of 4 hours of CH105 or 110. Same Course As: HS406

Biology

BI415 - 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.

Credits: 4 Prerequisites: BI315, CH304 Prerequisite: Same Course As: CH415

Biology

BI430 - 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.

Credits: 4 Prerequisites: Prerequisite: BI102, BI102, BI203, BI282 and MA200 with C or better, or permission of instructor. MA319 is preferred. Same Course As: Writing Intensive.

Biology

BI459 - Biology Capstone

Students will use their knowledge of biological molecules, structure-function relationships, genetics, and the interaction of organisms with their environments to explore how evolutionary forces have shaped the diversity of the biotic world. ALL other required biology courses must be completed or must be in the process of completion to enroll in this course. Assessment of biology program goals will occur in this course. Includes the required reading section. This course may not be taken as a coordinated study. Offered in Spring semesters.

Credits: 4 Prerequisites: Prerequisite: C or better in all Biology courses (BI101, 102, 2xx, 282, 308) or permission of the instructor. Same Course As: Writing Intensive.

Biology

BI480 - 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 mutually agreeable to the student and faculty member. Students will present the final results in publication form.

Credits: 1-3 Prerequisites: Prerequisite: Must have permission of instructor. Same Course As:

English

EN100 - 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 students need 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

English

EN101 - Freshman Composition

An introduction to college composition, this course emphasizes the skills necessary for writing well-organized and effective essays in support of a thesis. Students will write and revise a variety of essays that demonstrate critical reading skills and competence in standard English usage. A special section of this course with computer-aided instruction may be offered periodically. A student required to take English 101 must enroll in the course during his/her first semester on campus and must be continuously enrolled until the proficiency level is reached. After successful completion with a grade of at least a "C," a student must immediately take English 102.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As: Writing Intensive.

English

EN102 - 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.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As: Writing Intensive.

English

EN103 - Honors Writing Seminar

In this course, students will build the writing skills they will need throughout their college careers as Honors Program Students. Students will engage in collaborative writing workshops, peer review activities, class discussions, and informal presentations of their own work and ideas. Students will approach writing as a process and write texts in various forms, including informative, argumentative, and multi-modal. Students will engage in research inside and outside the classroom, employ library resources, and explore digital media. 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.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As: Writing Intensive.

English

EN105 - 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.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As: CM105

English

EN110 - Advanced Public Speaking

Public speaking skills are essential for most careers and social situations. This course is designed to introduce you to the basic principles of effective public speaking. Emphasis is placed on preparation, organization, and presentation of various types of speeches. Through the development of four speeches, you will develop your oral communication skills so that you may relate your ideas to audiences more clearly.

Credits: 3 Prerequisites: Prerequisite: EN101 and admission to the honors college. Same Course As: CM115 Honors course.

English

EN201 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN202 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN203 - Major British Authors II

A survey of the most important literary movements, figures, and genres from the late eighteenth century into the twentieth. This course meets the General Education literature requirement. (Offered alternate years.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN204 - Major American Authors I

Extensive readings in major American authors through Emily Dickinson. This course meets the General Education literature requirement. (Offered alternate years.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN205 - Major American Authors II

Extensive readings in major American authors from Mark Twain through the present. This course meets the General Education literature requirement. (Offered alternate years.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN206 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN211 - Seminar in Literary Studies

A seminar-style course that engages selected works of literature from different periods with the objective of enhancing the student's appreciation of literature and a broader understanding of its cultural significance.

Credits: 3 Prerequisites: EN103 Prerequisite: Same Course As: Honors course.

English

EN212 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: TH101

English

EN213 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

English

EN215 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 with a grade of "C" or better. Same Course As: BA215 Writing Intensive.

English

EN220 - American Women Writers

This course studies fiction written by American women of various backgrounds-Native American, Asian American, African American, and European American. This course meets the General Education literature requirement. (Offered alternate years.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN222 - 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.

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.

Credits: 3 Prerequisites: EN101, EN102 Prerequisite: Same Course As: KI222

English

EN224-225 - Writing Center Practicum

This course will enable students to engage in the practice of writing instruction as peer tutors. This course will be informed by current Composition theory and practice and will work toward the development of a writing center praxis. Course participants will learn to 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

Credits: 0 or 1 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

English

EN230 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

English

EN230A - Creative Writing

A continuation of English 230.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

English

EN230B - Creative Writing

A continuation of English 230 and English 230A.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

English

EN230C - Creative Writing

A continuation of English 230, English 230A, and English 230B.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

English

EN231 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 with a grade of "C" or better. Same Course As: Writing Intensive.

English

EN232 - 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.

Credits: 3 Prerequisites: EN102 Prerequisite: Same Course As:

English

EN240 - 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.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN302 - Shakespeare

An intensive study of the principal plays as well as the sonnets of Shakespeare. This course meets the General Education literature requirement.

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN305 - 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.

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN306 - Victorian Literature

A study of the social, intellectual, and literary movements of the Victorian era, with an intensive study of selected works. (Offered as needed.) This course meets the General Education literature requirement.

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN310 - 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 many cultural and historical contexts. This course meets the General Education literature requirements.

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As: Writing Intensive.

English

EN311 - 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.
Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

English

EN312 - Southern American Literature

A study of imaginative literature written by Southerners, concentrating on the twentieth century, but also dealing with earlier background material. This course does not meet the General Education literature requirement. (Offered as needed)

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN315 - 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 publishing 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 the publication of the magazine itself. Student editors are expected to collaborate with each other, with the instructor, and with the faculty editor from the Art Department.

Credits: 3 Prerequisites: Prerequisite: English 101, EN 102, CM 103, or any 200-level Communications, or English course, or by permission of the instructor. Same Course As: CM315

English

EN324 - 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.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN326 - 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 the study of major essayists, frequent writing exercises, and the creation of a portfolio of revised work. (Offered as needed.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

English

EN327 - 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.)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN329 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

English

EN331 - Studies in Contemporary Drama

This course will familiarize the student with the most recent and most admirable writing occurring in contemporary theatre. The 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN340 - 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)

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As:

English

EN416 - Studies in Modern Poetry

A study of the English and American poetry of the twentieth century, with emphasis upon noted poets and poetical movements. This course does not meet the General Education literature requirement. (Offered alternate years.)

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN418 - Studies in Modern Fiction

A consideration, employing various approaches, of twentieth-century British, American and continental fiction from about 1900 to the present. This course does not meet the General Education literature requirement. (Offered as needed.)

Credits: 3 Prerequisites: Prerequisite: Any 200-level English course. Same Course As:

English

EN430 - 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.)

Credits: 3 Prerequisites: Prerequisite: Passing Praxis Core. Same Course As:

English

EN452 - 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. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: 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. Same Course As:

English

EN490 - 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.

Credits: 3 Prerequisites: Prerequisite: Internships require senior status and a minimum 2.5 grade point average. Same Course As:

English

EN495 - 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.

Credits: 3 Prerequisites: Prerequisite: Senior status and permission of the instructor. Same Course As: Writing Intensive.

Health Sciences

AT180 - 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.

Credits: 3 Prerequisites: Prerequisite: Prospective Athletic Training major or by permission of the Program Director. Same Course As:

Health Sciences

AT280 - Clinical Anatomy I

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included are palpations, range of motion testing, manual muscle testing, circulation testing, and neurological testing for the upper extremity.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Health Sciences

AT281 - Clinical Anatomy II

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included are palpations, range of motion testing, manual muscle testing, circulation testing, and neurological testing for lower extremity,

Credits: 2 Prerequisites: Prerequisite: BI210, admission to the Athletic Training Program, and/or permission of the Program Director. Same Course As:

Health Sciences

HS101 - Introduction to Public Health

This course is an introductory course to the discipline of public health, the areas of emphasis include: what is public health, the analytical methods used in public health, areas of biomedical issues in public health including: infectious diseases, non-communicable diseases (NCDs), along with the social and behavioral factors that impact health, and current issues in environmental health, climate change and bioterrorism, as well as the role of global health, the WHO and SDGs goals and achievements.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Sciences

HS210 - 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. Major ethical theories are used to debate and write effectively about ethical dilemmas. Topics related to professionalism include career explorations, presentations, expectations for academic and professional success, and professional ethical standards.

Credits: 3 Prerequisites: EN100, HS101 Prerequisite: Same Course As: HC210 Writing Intensive.

Health Sciences

HS250 - Microbiology

This course will focus on significant microorganisms related 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, control of medically significant microorganisms, and our host defenses. The laboratory will focus on isolation, culture, identification, and control of medically-important microorganisms.

Credits: 4 Prerequisites: Prerequisite: Same Course As: BI250, NU250

Health Sciences

HS301 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Sciences

HS306 - Epidemiology and Public Health

Covers principles and methods of public health and epidemiology including tenets, applications, and foci of modern public health and its integration with other health professions. Biological, behavioral, sociocultural, economic, and environmental factors associated with the etiology and distribution of disease are examined. Students will read, interpret and evaluate published epidemiologic studies.

Credits: 3 Prerequisites: Prerequisite: HS101, MA200, grade C or better. Same Course As: HC306

Health Sciences

HS310 - Health Promotion & the Community

This course introduces the students to the fundamental concepts of population-based health promotion and the development of programs to meet those needs. It allows students to understand the processes used in planning a health promotion program to primary populations using the workplace, school, health care organization or community as the delivery point. In doing so, this course integrates and applies many of the concepts learned in research, health psychology & epidemiology and requires critical thinking, problem solving, decision making & creative capacities.

Credits: 3 Prerequisites: Prerequisite: HS 101, PS 303 Same Course As:

Health Sciences

HS406 - Pathophysiology

Provides a study of human pathological processes and their effects on homeostasis. Upon completion, students should demonstrate detailed knowledge of pathophysiologic mechanisms, including etiology, physical signs and symptoms, progression, management, and prognosis of major human diseases. A three-hour weekly laboratory emphasizes gross and histologic pathology contrasted with normal tissue.

Credits: 4 Prerequisites: Prerequisite: "C" or better in BI210 and 211 and successful completion of 4 hours of CH105 or 110. Same Course As: BI406

Health Sciences

HS452 - Health Sciences Capstone Course

Serves as the capstone for Health Sciences. Students participate in seminar meetings on health professions-related topics appropriate to students nearing degree completion and admission into professional programs while completing a senior thesis in a declared area of health sciences. An annotated bibliography, formal written report, and presentation are required.

Credits: 3 Prerequisites: Prerequisite: ID 305 and completion with a C or better of program core courses including HS 101, HS210 and HS306 or permission of instructor. Same Course As:

Health Sciences

HS490 - Health Science Internship

An internship is an opportunity to gain skills as well as experience in your field of choice, apply your gained knowledge in the field and build relationships with those within the local community health setting. The internship experience includes, but it is not limited to, those agencies which employ health educators, nurses, trainers and other related jobs in a community/public health or worksite health promotion/wellness

nurses, trainers and other related jobs in a community/public health or worksite health promotion/wellness setting (public health units, voluntary health agencies, hospitals/clinics, hospital and corporate wellness centers, area health education centers, nonprofit health agencies, or as approved by the Health Sciences Program Coordinator). The internship is meant to be a time of service and innovation to the supervising agency, as well as a significant learning opportunity for the intern.
Credits: 3 Prerequisites: Prerequisite: Senior standing & a Cumulative GPA of 2.7 or greater OR HS GPA of 3.0 or greater Same Course As:

Health Sciences

HS606 - Epidemiology and Public Health

This course provides students with foundational knowledge and skills to plan, organize, and manage health services while investigating various epidemiologic methods.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Health Sciences

NU307 - Professional Nursing Roles & Trends

This course examines the evolution and future of professional nursing roles, introduction to nursing theories, nursing science, and nursing processes. The course also examines factors influencing nursing practice, interprofessional communication and collaboration, as well as current trends. This course is designed for the pre-licensure nursing student.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Chemistry

CH100 - 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.

Credits: 3 Prerequisites: MA114 Prerequisite: Same Course As:

Chemistry

CH105 - Essentials of Chemistry

A survey of chemistry: General Chemistry, Organic Chemistry, and Biochemistry. The physical and chemical properties of relevant substances will also be discussed. Designed for non-science majors whose professional objectives are in the allied health field. May be taken by liberal arts students. Three lecture & two lab hours.

Credits: 4 Prerequisites: Prerequisite: MA114 is recommended. Same Course As:

Chemistry

CH106-406 - 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. Repeatable. Pass/Fail.

Credits: 0 to 3 Prerequisites: Prerequisite: Same Course As:

Chemistry

CH110 - General Chemistry I

Introduction to modern theories of atomic structure and chemical bonding; chemical reactions; stoichiometry; states of matter; solutions; equilibrium; acids and bases. Theory and applications of oxidation-reduction systems; thermodynamics and kinetics; complex equilibria and solubility product; coordination chemistry; nuclear chemistry; and descriptive inorganic chemistry. Three lecture & three lab hours.

Credits: 4 Prerequisites: Prerequisite: Concurrently enrolled in MA 115, MA122 or MA205; or permission of instructor. Same Course As:

Chemistry

CH111 - General Chemistry II

Introduction to modern theories and applications of equilibrium, solutions, acids, and bases, oxidation-reduction systems, thermodynamics, kinetics, complex equilibria, solubility product, coordination chemistry, nuclear chemistry, and descriptive inorganic chemistry. Three hours lecture and three hours laboratory per week.

Credits: 4 Prerequisites: Prerequisite: CH110 with C or better or permission of instructor. Same Course As:

Chemistry

CH120 - Science in Society

Students 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. For nonscience majors. Three lecture & two lab hours.

Credits: 4 Prerequisites: Prerequisite: Same Course As:

Chemistry

CH125 - Edible Experiments: The Science of Food

Students 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. For nonscience majors. Three lecture & two lab hours.

Credits: 4 Prerequisites: Prerequisite: Same Course As:

Chemistry

CH303 - Organic Chemistry I

An introductory course in organic chemistry presenting an integrated study of the carbon compounds of the aliphatic and aromatic series emphasizing electronic interpretations of the reaction mechanism. Three hours of lecture and a single three hours laboratory a week.

Credits: 4 Prerequisites: CH110, CH111 Prerequisite: Same Course As:

Chemistry

CH304 - Organic Chemistry 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 the reaction mechanism. Three hours of lecture and a single three-hour laboratory a week.

Credits: 4 Prerequisites: CH110, CH111 Prerequisite: Same Course As:

Chemistry

CH315 - Principles of Biochemistry

An introductory study of the major metabolic pathways in the eukaryotic cell, including the structure and metabolism of amino acids, proteins, nucleic acids, carbohydrates and lipids; enzyme kinetics; metabolic regulation; thermodynamics; and enzymatic mechanisms. Three lecture & three lab hours. Accepted in lieu of Chemistry 304 for Biology Major.

Credits: 4 Prerequisites: Prerequisite: BI282 and CH303 with C or better, or permission of instructor. Same Course As: BI315

Chemistry

CH401 - Physical Chemistry I

The study of gases, thermodynamics, chemical and phase equilibria, solutions, the study of kinetic theory, chemical kinetics, electrochemistry, transport properties, surface chemistry, and quantum mechanics. Three hours lecture per week.

Credits: 3 Prerequisites: Prerequisite: CH110, CH111, MA206, and PH201, PH202 or PH301, 302; or permission of instructor. Same Course As: Writing Intensive.

Chemistry

CH401L - Physical Chemistry I Lab

Laboratory experiments for the corresponding Physical Chemistry lectures. Three hours lab per week.

Credits: 1 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Chemistry

CH402 - Physical Chemistry II

The study of gases, thermodynamics, chemical and phase equilibria, solutions, the study of kinetic theory, chemical kinetics, electrochemistry, transport properties, surface chemistry, and quantum mechanics. Three hours lecture per week.

Credits: 3 Prerequisites: Prerequisite: CH110, CH111, MA206, and PH201, PH202 or PH301, 302; or permission of instructor. Same Course As: Writing Intensive.

Chemistry

CH402L - Physical Chemistry II Lab

Laboratory experiments for the corresponding Physical Chemistry lectures. Three hours lab per week.

Credits: 1 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Chemistry

CH403 - Quantitative Analysis (w/ Lab)

Basic course in the theories and techniques of analytical chemical methods. Two hours of lecture and two three hour laboratory periods a week.

Credits: 4 Prerequisites: CH110, CH111, MA122 Prerequisite: Same Course As:

Chemistry

CH404 - 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. Lab fee.

Credits: 4 Prerequisites: Prerequisite: CH403 and PH201, PH202 or PH301, PH302; or permission of instructor. Same Course As:

Chemistry

CH415 - 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.

Credits: 4 Prerequisites: CH304, CH315 Prerequisite: Same Course As: BI415

Chemistry

CH452 - 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.

Credits: 3 Prerequisites: Prerequisite: Permission of instructor. Same Course As:

Chemistry

CH453 - 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. Pass/Fail only.

Credits: 0 Prerequisites: Prerequisite: Permission of instructor. Same Course As:

Chemistry

CH480 - 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.

Credits: 1-3 Prerequisites: Prerequisite: Permission of instructor. Same Course As: BI480

Chemistry

CH482 - Undergraduate Research: The Proposal

This course is designed to instruct the 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. The course is repeatable.

Credits: 1-3 Prerequisites: Prerequisite: CH111 and permission of instructor. Same Course As:

Chemistry

CH483 - Undergraduate Research: The Experiment

Students implement the experiment portion of a proposed research project that was developed in CH 482 Undergraduate Research: The Proposal. Students will utilize various laboratory techniques and equipment to perform the experimental project. Students present their results in the form of a poster suitable for presentation at a conference. Repeatable.

Credits: 1-3 Prerequisites: Prerequisite: CH482 and permission of instructor. Same Course As:

Criminal Justice

CJ201 - 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. This course is for Non- CJ majors.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Criminal Justice

CJ202 - Intro to Criminal Justice

The purpose of this course is to introduce the criminal justice system, including the structure, process, and function of the police, courts, and corrections systems. Current topics in these areas are explored throughout the course. **For CJ majors only.**

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Criminal Justice

CJ202L - Writing for the Social Sciences

The purpose of this course is to provide an introduction to APA writing its style and formatting. The course will meet once a week in conjunction with the student's enrolled CJ201—Introduction to Criminal Justice Course and all meetings will serve to guide students in effectively developing an APA style paper. Special focus will be on ethical writing practices; effective use of library resources; mechanics, tone and perspective in APA writing; and the format of an APA student research paper. Students will use essay and paper topics from CJ101 (co-requisite) as the foundation for practical application of learned skills in this course.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Criminal Justice

CJ203 - Criminal Law

The history, purpose, and theory of criminal law. An examination of the classification of crimes and the nature of criminal liability.

Credits: 3 Prerequisites: Prerequisite: Successful completion of C101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ210 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ301 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ305 - Investigative Methodology in Criminal Justice

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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ308 - Crime Science Investigation

Theoretical text with practical course and applications. This course is the study of practical, hands-on instruction in methodology and policies for the identification, interpretation, collection, packaging, preservation, and chain of custody of crime scenes and evidence taken from crime scenes. It is intended to compliment the theoretical and foundational knowledge of investigations garnered from previous courses.

Credits: 3 Prerequisites: Prerequisite: CJ305—Investigative Methodology with a final grade of "C" or better, or permission of the instructor. Same Course As:

Criminal Justice

CJ310 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ321 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ325 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ330 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor Same Course As:

Criminal Justice

CJ335 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor. Same Course As: LG335

Criminal Justice

CJ340 - Criminal Procedures

This course concentrates on those legal procedures which ensure a defendant's Constitutional rights. Important court cases are introduced.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor. Same Course As: LG340

Criminal Justice

CJ345 - 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.

Credits: 3 Prerequisites: CJ101 Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor. Same Course As:

Criminal Justice

CJ350 - 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.

Credits: 3 Prerequisites: CJ101 Prerequisite: Successful completion of CJ101 with a final grade of "C" or better, or permission of the instructor. Same Course As:

Criminal Justice

CJ410 - 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ321 with a final grade of "C" or better, or permission of the instructor. Same Course As:

Criminal Justice

CJ420 - 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 the 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.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ321—Theories of Criminal Justice with a final grade of “C” or better, or permission of the instructor; and a senior standing. Same Course As:

Criminal Justice

CJ440 - Constitutional Law

In this course, students learn the history and philosophy of the American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ101 with a final grade of "C", or permission of instructor Same Course As:

Criminal Justice

CJ442 - Applied Constitutional Law

This course explores the history of philosophy of American Constitutional Order, largely through the study of Supreme Court cases. The Bill of Rights and other Constitutional Amendments are reviewed and analyzed. The application of Constitutional Law is demonstrated in policy analysis.

Credits: 3 Prerequisites: Prerequisite: CJ 204 or permission of the instructor. Same Course As:

Criminal Justice

CJ450 - Senior Seminar

This course will serve as the student's culmination of their research process begun in CJ497—Research Methods in Criminal Justice. The student will ensure the previously submitted work from the prerequisite course is properly prepared for review by the Limestone University Institutional Review Board (IRB), submit said work for approval, and facilitate the proposed research design. In this course, students will focus on effective completion of the IRB process, effective facilitation of a research design, proper analysis and discussion of data and findings, and presenting/publishing research and relative findings. The course will culminate in the student presenting their work and findings at the Limestone University Research Symposium. Students wishing to do so will also be encouraged to formally present their works and findings at academic conferences attended by faculty and/or formally publish their work.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ497 with a grade of “C” or better, Successful completion of MA200, Criminal Justice major, final semester of college or Criminal Justice work, and all other Criminal Justice courses completed or in the process of completion Same Course As:

Criminal Justice

CJ460 - 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.

Note: May be repeated, with different topics, three times by student.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ203, CJ321, and CJ204 with a grade of "C" or better, Junior or Senior standing, or permission of the instructor. Same Course As:

Criminal Justice

CJ461 - Media and Justice

This course will better enable the student to effectively understand and evaluate the relationship between criminal justice and the media, including consideration of the impact of the media on attitudes and perceptions of crime and criminals, the relationship of the media and crime control, and the impact of the media on the operations of the agencies in the criminal justice system, and the benefits and impediments that media presents with regard to due process. Students will be expected to familiarize themselves with topics and be prepared to engage in in-depth discussions on the readings and material in class at a level consistent with that of a senior level criminal justice student. Extensive out of class research and writing is expected of each student during the course.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ462 - Serial Killers

This course will study serial killers and their victims. Facts and myths about these murderers will be explored, as well as typologies of these persons. Criminal justice theory is examined as a social construction for serial killers. Gender differences between male and female murderers will be noted.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ463 - Sense and Nonsense

This course will focus on important and emerging crime related issues and problems that ordinarily receive insufficient attention by policy makers, government officials, media sources and sometimes leaders within the criminal justice system. This course is designed to provoke thought and challenge perspectives by helping students become more sophisticated consumers of crime and justice knowledge. More specifically, this course will look at various crime prevention strategies, policies and criminal justice practices that may impact our overall pursuit of a safer society.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ464 - Murder in the United States

This course will better enable the student to effectively understand and evaluate the characteristics and distribution of murder, including historical and cross-cultural comparisons. They will be able to recognize the social psychological, structural, cultural, and situational explanations of causes and consequences of juvenile, gang, domestic, mass, serial, and sexual murder. Students will be expected to familiarize themselves with the topics and be prepared to engage in in-depth discussions on the readings and material in class at a level consistent with that of a senior level criminal justice student. Extensive out of class research and writing is expected of each student during the course.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ465 - Death Penalty

This course is designed to explore all issues concerning the Death Penalty in America. It is intended to offer students an objective view of both sides of the controversy.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ466 - Terrorism

This course covers terrorists' activities aimed at achieving radical changes around the world with violence. Topics include the identifications of terrorist groups who are willing to kill innocent people by the use of explosives, weapons, and other violent means, and the action by governments to counter terrorism.

Credits: 3 Prerequisites: Prerequisite: Successful completion of CJ 101, CJ 203, CJ 204, and CJ 321 with a grade of "C" or higher, junior or senior standing or permission of the instructor. Same Course As:

Criminal Justice

CJ490 - Criminal Justice Internship

The criminal justice student is placed in an approved agency or setting appropriate to his or her skills and career goals. The student is supervised in the field by a site supervisor as well as by the faculty internship director. The student is responsible for performing the tasks assigned by the site supervisor as well as for written assignments from the internship director. (No more than 6 SH may be applied for Criminal Justice coursework). A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively.

Credits: 3 or 6 Prerequisites: Prerequisite: Senior Criminal Justice major with at least 18 semester hours of core curriculum finished, minimum 2.5 cumulative and major GPA, and permission of the instructor. Same Course As:

Geography

GE211 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: EC211

French

FR101 - Elementary French I

This course will address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audiovisual materials will illustrate French and francophone ways of life.

Credits: 3 Prerequisites: Prerequisite: Enrollment is limited to students who have had no prior training in French or with permission of the instructor. Same Course As:

French

FR102 - Elementary French II

This course will continue to address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audiovisual materials will illustrate French and francophone ways of life.

Credits: 3 Prerequisites: Prerequisite: FR101, prior training in French, or permission of the instructor. Same Course As:

French

FR201 - 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.

Credits: 3 Prerequisites: Prerequisite: 2 semesters of college French or 2 or more years of high school French or permission of the instructor. Same Course As:

French

FR202 - 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.

Credits: 3 Prerequisites: FR201 Prerequisite: or permission of the instructor. Same Course As:

Religion

RE201 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: SC201 Writing Intensive.

Religion

RE202 - Life and Letters of Paul

Examines the life and writings of Paul found in the 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE203 - Spiritual Formation I

Introduces students to 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE204 - Spiritual Formation II

Introduces students to 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE205 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 with a grade of "C" or better or EN103H or permission of instructor. Same Course As:

Religion

RE210 - World Religions

A study of the common aspects of religion, followed by an examination of the five major world religions. (Offered as needed.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE221 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE222 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE225 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE226 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE240 - Models & Methods of Christian Leadership

Integrates contemporary models of organizational leadership with the historical core values of Christianity in an effort to arrive at conceptual models of leadership which may be applied in any organizational setting.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE301 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE303 - Hebrews and the General Epistles

This course 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).

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Religion

RE401 - 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.

Credits: 3 Prerequisites: Prerequisite: EN 101, Honors Program, or permission of instructor. Same Course As:

Theatre

TH101 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: EN212

Theatre

TH102 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH102 - Fundamentals of Acting

A study of the principal theories and methodologies involved in the art form with emphasis on movement and voice.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH103 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Theatre

TH110 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH112 - Acting I

This courses provides an overview of the inner technique of an actor and an understanding of actor script analysis. Through a variety of exercises and scene work, students will learn to key their performances through the use of objectives and strategies.

Credits: 3 Prerequisites: TH102 Prerequisite: Same Course As:

Theatre

TH114 - Applied Theatre - Performance

Participation in university theatre productions under the supervision of the Theatre faculty. Credit may be earned for: acting, lighting, set construction, house management, costuming, publicity, etc. May be repeated.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Theatre

TH115 - Applied Theatre - Design/Technical Theatre

Participation in university theatre productions under the supervision of the Theatre faculty. Credit may be earned for: acting, lighting, set construction, house management, costuming, publicity, etc. May be repeated.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Theatre

TH116 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH125 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH205 - Theatre History I

A survey of theatre history from its Grecian origins to the English Renaissance of the 16th and 17th centuries. The course emphasizes cross-cultural awareness and includes a review of each major historical period.

Credits: 3 Prerequisites: Prerequisite: EN 212 or TH 101 Same Course As:

Theatre

TH212 - Acting II

This course, a continuation of Acting I, increases the student's awareness of the principles of a variety of acting techniques through exercises and scene work. Areas of focus include objectives, obstacles, strategies, play script scoring, rehearsal protocol, and applied research.

Credits: 3 Prerequisites: TH112 Prerequisite: Same Course As:

Theatre

TH220 - Costume Design I

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 analysis a script and create costume renderings that are appropriate to that analysis. Students will have a working knowledge of color theory as well as basic understanding of the history of Western fashion.

Credits: 3 Prerequisites: TH125 Prerequisite: Same Course As:

Theatre

TH222 - Lighting Design I

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.

Credits: 3 Prerequisites: TH125 Prerequisite: Same Course As:

Theatre

TH224 - Stage Management

This course addresses theatrical supervision including the construction and maintenance of promptbooks, organizing rehearsals and production meetings calling shows as well as other duties involved in the occupation.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH225 - Scenic Design I

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.

Credits: 3 Prerequisites: TH125 Prerequisite: Same Course As:

Theatre

TH300 - Script Analysis

An introduction to drama written for theatre, with attention to foundational aspects of play analysis and dramatic criticism.

Credits: 3 Prerequisites: Prerequisite: EN 212 or TH 101 Same Course As:

Theatre

TH305 - Theatre History II

A survey of theatre history from approximately 1660 to the present. The course emphasizes cross-cultural awareness and includes a review of each major historical period.

Credits: 3 Prerequisites: TH205 Prerequisite: Same Course As:

Theatre

TH307 - 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.

Credits: 3 Prerequisites: Prerequisite: EN 213 and TH 300 Same Course As:

Theatre

TH308 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH312 - Acting III

This course, a continuation of Acting II, increases the student's awareness of the art form outside of the realistic and naturalistic approaches. Application of acting techniques in performance of the work of Ancient Greek playwrights, Shakespeare, and other writes will be surveyed.

Credits: 3 Prerequisites: TH212 Prerequisite: Same Course As:

Theatre

TH320 - Costume Design II

The course, building on skills covered in Costume Design I, will further development of effective research and rendering techniques as well as the role of the Costume Designer in all aspects of theatre.

Credits: 3 Prerequisites: TH220 Prerequisite: Same Course As:

Theatre

TH322 - Lighting Design II

This course, building on skills learned in Lighting Design I, will further development of skills in the design and implementation of lighting for the stage.

Credits: 3 Prerequisites: TH222 Prerequisite: Same Course As:

Theatre

TH325 - Scenic Design II

The course, building on skill learned in Scenic Design I, will further development of skills in scene paints and scenic art. The class will stress not only techniques but safety and environmental responsibility in dealing with paints and solvents.

Credits: 3 Prerequisites: TH225 Prerequisite: Same Course As:

Theatre

TH407 - 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 Theatre.

Credits: 3 Prerequisites: Prerequisite: TH307 or Permission of Instructor Same Course As:

Theatre

TH412 - Acting: Scene Study

This course, a continuation of Acting III, explores the use of acting techniques through the development and performance of a variety of scenes from both contemporary and non-contemporary playwrights.

Credits: 3 Prerequisites: TH312 Prerequisite: Same Course As:

Theatre

TH480 - Senior Project

In close consultation with Faculty, this senior level practicum course is designed to synthesize knowledge and applications gained from a student's major and elective coursework. It culminates in the student either writing, directing, designing, or performing a theatrical piece.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Theatre

TH490 - Theatre Internship

An individually designed off-campus study, work, and/or research project under the joint supervision of a professional theatre institution 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.

Credits: 1-3 Prerequisites: Prerequisite: Permission of instructor, hiring agreement with a professional company and a minimum 2.5 grade point average. Same Course As:

Communication

CM103 - 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 compose a meta-medium narrative. This course is a pre-requisite for CM410.

Credits: 3 Prerequisites: EN100 Prerequisite: Same Course As:

Communication

CM105 - 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.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As: EN105

Communication

CM110 - Advanced Public Speaking

Public speaking skills are essential for most careers and social situations. This course is designed to introduce you to the basic principles of effective public speaking. Emphasis is placed on preparation, organization, and presentation of various types of speeches. Through the development of four speeches, you will develop your oral communication skills so that you may relate your ideas to audiences more clearly.

Credits: 3 Prerequisites: Prerequisite: EN101 and admission to the honors college. Same Course As: EN115 Honors course.

Communication

CM120 - 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.

Credits: 3 Prerequisites: AR103 Prerequisite: Same Course As: AR120

Communication

CM220 - Typography and Visual Communication

This course explores the key elements of visual communication and the relationship between text and image. Emphasis is placed on conceptual thinking, formal relationships, and audience. Assignments focus on typography, hierarchy, composition, and computer production skills.

Credits: 3 Prerequisites: AR103 Prerequisite: Same Course As: AR220

Communication

CM315 - 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 publishing 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 the publication of the magazine itself. Student editors are expected to collaborate with each other, with the instructor, and with the faculty editor from the Art Department. Credits: 3 Prerequisites: Prerequisite: English 101, EN 102, CM 103, or any 200-level Communications, or English course, or by permission of the instructor. Same Course As: EN315

Communication

CM320 - 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 a cohesive design style is encouraged through a series of comprehensive cross-platform media projects. Credits: 3 Prerequisites: Prerequisite: AR103, 120 or 220. Same Course As: AR320

Communication

CM404 - Technology for Teachers

An introduction to the technological resources available to teachers. This course is designed to enhance teaching techniques and to support the learning process. Discussions will focus on computer hardware, recommended software programs for teachers, and the use of the Internet and telecommunications as instructional resources. There will be an emphasis on the practical application of information technology as it relates to written and visual communication in the classroom. Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404A - 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. Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404B - 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. Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404C - 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. Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404F - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404K - 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 Powerpoints, and Culture Grams.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404L - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404M - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404N - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM404O - Tech Tips for Teachers

This course will introduce students to various methods of using current technologies to effectively link content and pedagogy in all curriculum areas. Students will write curriculum plans to develop, implement, and assess pedagogical strategies for incorporating cutting edge educational software and tools into their classrooms.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Communication

CM410 - 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. The class will meet in a computer classroom, and multimodal work will be done via digital tools in various new media environments.

Credits: 3 Prerequisites: CS102, CS103 Prerequisite: Same Course As:

Communication

CM412 - 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. The class will meet in a computer classroom, and multimodal work will be done via digital tools in various new media environments.

Credits: 3 Prerequisites: CM410 Prerequisite: Same Course As:

Communication

CM490 - 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.

Credits: 3 Prerequisites: CM410 Prerequisite: Same Course As:

Education

ED200 - 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.

Credits: 3 Prerequisites: EN101 Prerequisite: Same Course As:

Education

ED209 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: CS209

Education

ED210-211A - 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 ED210 as a credit course for as many as four semesters; after four semesters students may repeat it as a non-credit course.

Credits: 0 or 1 Prerequisites: Prerequisite: A grade of a C or better in ED 200, EN 101 and EN 102, Sophomore status, 3.0 GPA in tutoring subject area or recommendation of the instructor. Same Course As:

Education

ED228 - Literature for Children

This course is appropriate for pre-service and in-service educators who want to gain a deeper knowledge of children's literature and what children need from literacy experiences at different developmental stages. The course will practically equip educators to select appropriate books for a student and to integrate technology and best practices for the classroom.

Credits: 3 Prerequisites: Prerequisite: Passing grade of C or better in ED 200. Same Course As:

Education

ED300 - 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.

Credits: 1 Prerequisites: Prerequisite: A grade of a C or better in ED200. Same Course As:

Education

ED301 - 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 class- room]. 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.

Credits: 1 Prerequisites: Prerequisite: A grade of "C" or better in Education 300 (elementary education majors only) and passing Praxis Core. Same Course As:

Education

ED302 - 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.

Credits: 1 Prerequisites: Prerequisite: A grade of "C" or better in Education 300 and 301 for elementary majors, 301 for secondary majors, passing Praxis Core. Same Course As:

Education

ED303 - 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.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED 200 and passing Praxis Core. Same Course As:

Education

ED304 - Teaching Reading and Writing in the Content Areas

A study of the reading and communication skills and strategies necessary for effective teaching in subject matter areas. This course includes instruction in ADEPT and various learning styles.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED200. Same Course As:

Education

ED307 - 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.

Credits: 3 Prerequisites: Prerequisite: PS101 or PS204 Same Course As: PS304

Education

ED309 - 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.

Credits: 3 Prerequisites: PS101, MA200 Prerequisite: Same Course As:

Education

ED310 - History and Philosophy of Education

A study of the historical, philosophical and sociological foundations of the American educational system.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in Education 200. Same Course As:

Education

ED312 - 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.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED200. Same Course As:

Education

ED320 - 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..

Credits: 3 Prerequisites: Prerequisite: Same Course As: PS320

Education

ED345 - 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 level. Students will be actively engaged in constructivist based problem-solving, inquiry learning and other methods of teaching mathematics. Diagnostic-prescriptive strategies will also be emphasized.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED 200, ED 355 or EE 309, pass Praxis Core. Same Course As:

Education

ED346 - 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.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED 200, ED 355 or EE 309, passing Praxis Core. Same Course As: Writing Intensive.

Education

ED347 - 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.

Credits: 3 Prerequisites: Prerequisite: Pass Praxis Core, a grade of "C" or better in ED 200 and ED 303 or ED 355, EE 309. Same Course As:

Education

ED349 - 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.

Credits: 3 Prerequisites: Prerequisite: Pass Praxis Core, a grade of "C" or better in ED 200 and ED 303 or ED 355, EE 309. Same Course As:

Education

ED355 - 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.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED200. Same Course As:

Education

ED401 - Classroom Assessment

A study of how to design, use, and interpret the results of the assessment to guide and improve instruction. The theory, development, history, and application of both formal and informal testing will be studied.

Credits: 3 Prerequisites: Prerequisite: A grade of "C" or better in ED200. Same Course As:

Education

ED412 - 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.

Credits: 3 Prerequisites: Prerequisite: "A grade of "C" or better in ED200 and ED303 or ED312 or ED304 and passing Praxis Core score Same Course As:

Education

ED452 - 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. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: 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. Same Course As:

Education

ED500 - Professional Leadership & Mentoring

Teacher Leaders will research, critique, and employ professional teacher leadership and mentoring practices including advocacy and state-based evaluation systems as they relate to classroom practice.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED501 - Advanced Curriculum & Instruction

Teacher Leaders will design curriculum and instruction using advanced strategies and research-based best practices for their local contexts. This course is required for the Teacher Leadership Endorsement for South Carolina Educators.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED502 - Action Research

Teacher Leaders will use their local context to critique, design, and implement action research methodology to improve P-12 learning outcomes. Results of Action Research must be presented or published by the conclusion of ED 506, Clinical Practice in Teacher Leadership. This course is required for the Teacher Leadership Endorsement for South Carolina Educators.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED503 - Instructional Technology Integration for Virtual and In-Person Classrooms

Teacher Leaders will design instruction and professional development using innovative and emerging instructional technology for face-to-face, virtual synchronous, and asynchronous formats.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED504 - Classroom Assessment and Data Analysis

Teacher Leaders will identify and design solutions for learning outcome challenges through classroom and school-based assessments and data analysis.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED505 - Advanced Practices in Managing the Learning Environment

Teacher Leaders will research, critique, and design learning environment community plans for their local contexts.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education
ED506 - Clinical Practice in Teacher Leadership
Capstone Course

Teacher Leaders will design clinical practice experiences in cooperation with a mentor educator and university supervisor to improve instructional and leadership practices based on professional goals and local context. Action Research Project results must be presented at a conference or accepted for publication in a refereed journal for successful completion of this course.
(36 clinical hours required)
Credits: 3 Prerequisites: ED502 Prerequisite: Same Course As:

Education
ED507 - Teacher Leader Global Experience
Teacher Leaders will become immersed in a cultural experience that will allow them to gain valuable exposure to best practices in classroom teacher leadership abroad. The course will culminate with a global experience abroad which will allow Teacher Leaders to collaborate with international educators.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education
ED600 - STEAM I: Instructional Design
The purpose of this course is to describe and apply the techniques and skills necessary for integrating science, technology, engineering, art (including humanities), and math (STEAM) with inquiry learning. This course emphasizes applying effective STEAM-based instructional design practices, including integrating technology across the curriculum, providing equitable support with universal design, and learning with inquiry-rich, authentic, problem-based tasks
Credits: 3 Prerequisites: Prerequisite: A grade of "C" or higher in ED 346 OR a bachelor's degree or higher and initial, professional, or alternative route certificate at the early childhood, elementary, middle, secondary, or PK-12 level. Same Course As:

Education
ED601 - STEAM II: Instructional Methods
The purpose of this course is to describe and apply STEAM-based instructional methods and strategies, including authentic, problem-based learning and technology integration. This course emphasizes equitable ways to structure the classroom and student-driven tasks for deep learning.
Credits: 3 Prerequisites: Prerequisite: A grade of "C" or higher in ED 346 OR a bachelor's degree or higher and initial, professional, or alternative route certificate at the early childhood, elementary, middle, secondary, or PK-12 level. Same Course As:

Education
ED602 - STEAM III: Assessment
The purpose of this course is to describe and apply assessment practices that support learning in a real-world context. This course emphasizes the use of an iterative 3 process to refine instruction by evaluating learning using formative and summative assessment. Peer review and self-reflection are utilized to deepen ways to make assessment authentic and with ongoing feedback that informs adjustments to teaching practices.
Credits: 3 Prerequisites: Prerequisite: A grade of "C" or higher in ED 346 OR a bachelor's degree or higher and initial, professional, or alternative route certificate at the early childhood, elementary, middle, A grade of "C" or higher in ED 600.secondary, or PK-12 level. Same Course As:

Education
ED603 - STEAM IV: Implementation

The purpose of this course is to implement STEAM teaching practices and reflect critically on ways to develop as a leader in STEAM pedagogy. Peer review and self-reflection are utilized to sharpen STEAM teaching practices for integrating content, facilitating productive collaboration among students, and implementing inquiry-based approaches to solve problems.
Credits: 3 Prerequisites: Prerequisite: A grade of "C" or higher in ED 601. Same Course As:

Education

ED604 - PBL I: Introduction to Project-Based Learning

Students will research and critique various frameworks of project-based learning including the basic tenants and theory of each model discussed throughout the course.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED605 - PBL: Applications of PBL Curriculum and Instruction

Students will critique PBL curriculum and instructional techniques as well as design a unit of PBL instruction.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED606 - PBL III: Practicum in PBL

Students will implement, self-assess, and reflect on PBL in a local context. Students are also required to provide evidence of mentoring, support, and professional development to other educators seeking to implement PBL methodology. This course requires 30 hours of field-based practicum designed to demonstrate knowledge, skills, and dispositions for implementing PBL.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED607 - Advanced Elementary Literacy: Guided Reading Practices

Teacher Leaders will research, critique and design guided reading instructional experiences for students in elementary grades.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED608 - Diagnostic Mathematics Practice for Teachers

Teacher Leaders will research, critique, design and implement diagnostic practices in mathematics for elementary students.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Education

ED609 - Advanced Methods of Teaching Writing

Teacher Leaders will research, critique, and design writing instructional experiences for elementary students.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Early Childhood Education

EE203 - 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 10 hours of field experience.

Credits: 3 Prerequisites: Prerequisite: ED200 with a grade of C or better. Same Course As:

Early Childhood Education

EE213 - Creative Arts in Early Childhood Education

This course provides strategies for promoting the emergent creative dispositions of young children. Particular emphasis is on teacher candidates' acquisition of skills to integrate the arts into content areas and guide children to creatively express themselves in the arts: visual arts, music, dance and movement, and drama.

Credits: 3 Prerequisites: Prerequisite: ED200 with a grade of C or better. Same Course As:

Early Childhood Education

EE300 - Field Experience

This course is the first of four sequential, incremental field experiences required of early childhood education majors. During this field experience, candidates will complete a family interaction project. 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.

Credits: 1 Prerequisites: Prerequisite: A Grade of "C" or better in ED200, and passing Praxis 1. Same Course As:

Early Childhood Education

EE301 - 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.

Credits: 1 Prerequisites: Prerequisite: A Grade of "C" or better in ED200, and passing Praxis 1. Same Course As:

Early Childhood Education

EE302 - Field Experience

This is the third field experience and candidates will spend 30 hours in an early childhood setting. During this field experience, candidates develop an integrated thematic unit of study. This field experience emphasizes the importance of assessment and developing creative activities appropriate for young children.

Credits: 1 Prerequisites: Prerequisite: A Grade of "C" or better in ED200, EE303 and passing Praxis 1. Same Course As:

Early Childhood Education

EE304 - Home, School, and Community Relations

This course examines interactions among families, communities, and schools utilizing the ecological perspective. Students will apply strategies that honor diversity, and help them become culturally competent in the classroom and community.

Credits: 3 Prerequisites: Prerequisite: Passing Praxis I, a grade of C or better in ED200. Same Course As:

Early Childhood Education

EE307 - 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.

Credits: 3 Prerequisites: Prerequisite: Passing Praxis I and a C or better in ED 200 and EE 303. Same Course As:

Early Childhood Education

EE309 - Early Childhood Curriculum

This course provides early childhood teacher candidates with skills and strategies to plan a 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.

Credits: 3 Prerequisites: Prerequisite: Passing Praxis I and a grade of C or better in ED200. Same Course As:

Early Childhood Education

EE311 - 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.

Credits: 3 Prerequisites: Prerequisite: A Grade of "C" or better in ED200, and passing Praxis 1. Same Course As: Writing Intensive.

Early Childhood Education

EE452 - Early Childhood Clinical Practice

This is the capstone 12-week clinical practice experience. In accordance with the 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. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: Prerequisite: Passing Praxis II. This course is taken only after all other course work is completed. Same Course As:

Early Childhood Education

EE453 - 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. Grading is on a Pass/Fail basis.

Credits: 1 Prerequisites: Prerequisite: Passing Praxis II. This course is taken only after all other course work is completed. Same Course As:

History

HI110 - World Civilization I

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).

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

History

HI111 - World Civilization 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

History

HI112 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI113 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI214 - Non-Western Civilizations

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI303 - Critical Issues of the New Millennium

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI304 - Reformation, Science, and Enlightenment

A study of the Reformation, Counterreformation, Scientific Revolution, and Enlightenment of the late 15th-18th centuries, with a focus on Western intellectualism (Non-American).

Credits: 3 Prerequisites: Prerequisite: HI 110 or HI 111. Same Course As:

History

HI305 - 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)

Credits: 3 Prerequisites: Prerequisite: HI111 or HI214 Same Course As:

History

HI307 - 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)

Credits: 3 Prerequisites: HI111 Prerequisite: Same Course As:

History

HI309 - 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)

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

History

HI315 - 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 include lectures, class discussion, movies, as well as primary and secondary sources.

Credits: 3 Prerequisites: Prerequisite: EN101 and any history course. Same Course As:

History

HI320 - History of Business and Technology

An introduction to western business technology from medieval times to the present. Examines the rise of business, the role of corporations, 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. (Non-American).

Credits: 3 Prerequisites: Prerequisite: Same Course As: CS320

History

HI321 - 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)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI325 - 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)
Credits: 3 Prerequisites: Prerequisite: Same Course As:

History
HI334 - The American South
An exploration of the South as a distinct region within the American experience. Areas of emphasis are antebellum society, the impact of the Civil War and Reconstruction, and the cultures of Southern society. Major themes include black-white relations and the economic evolution of the South since the Civil War. (American)
Credits: 3 Prerequisites: Prerequisite: Same Course As:

History
HI338 - 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, the impact of Reconstruction, the African- American experience in wars, segregation, disfranchisement, and the Civil Rights Movement. (American)
Credits: 3 Prerequisites: Prerequisite: HI112 or HI113 Same Course As:

History
HI341 - 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. (American)
Credits: 3 Prerequisites: Prerequisite: HI112 or by permission of the instructor. Same Course As:

History
HI342 - 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. (American)
Credits: 3 Prerequisites: Prerequisite: HI112 or by permission of the instructor. Same Course As:

History
HI343 - 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)
Credits: 3 Prerequisites: Prerequisite: Same Course As:

History
HI344 - 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. (American)
Credits: 3 Prerequisites: Prerequisite: HI113, or by permission of the instructor. Same Course As:

History
HI345 - 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. (American)
Credits: 3 Prerequisites: Prerequisite: HI113, or by permission of the instructor. Same Course As:

History

HI346 - 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. (American)

Credits: 3 Prerequisites: HI113 Prerequisite: Same Course As:

History

HI347 - Introduction to Public History

This course introduces 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.

Credits: 3 Prerequisites: Prerequisite: Completion of 12 hours of history courses. Same Course As:

History

HI350 - 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)

Credits: 3 Prerequisites: Prerequisite: Same Course As: EC350

History

HI400 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

History

HI401 - 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. Enrollment is limited to declared History Majors. (Offered only in Spring Semester.)

Credits: 3 Prerequisites: HI400 Prerequisite: Same Course As:

History

HI490 - Public History Field Experiences

To provide an opportunity for students to learn about the practice of public history through meaningful, hands-on work experience under the mentorship of experienced and knowledgeable public history professionals.

Credits: 1 to 3 Prerequisites: Prerequisite: 18 hours of history courses and should have at least a 2.50 GPA in their history courses. Same Course As:

Human Resources

HR103 - 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).

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Human Resources

HR201 - Training Material Design

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.

Credits: 3 Prerequisites: CS102, EN101 Prerequisite: Same Course As:

Human Resources

HR209 - 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.

Credits: 3 Prerequisites: CS102 Prerequisite: Same Course As:

Human Resources

HR303 - Compensation and Benefits

An approach to studying 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As:

Human Resources

HR305 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As:

Human Resources

HR311 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As: MG360

Human Resources

HR324 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Human Resources

HR401 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As: MG401

Human Resources

HR420 - Staff Development and Training

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 the public and private sectors. Also examines the responsibilities of human resource practitioners and their roles and functions within an organization.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As:

Human Resources

HR450 - 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 a focus on the development and implementation of an organization-wide development plan.

Credits: 3 Prerequisites: HR420 Prerequisite: Same Course As:

Human Resources

HR452 - 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.

Credits: 3 Prerequisites: AC207, BA310, BA315, BA316, EC203, HR303, HR311, HR401, HR420, MG300, MK300, PS101 Prerequisite: Same Course As:

Human Resources

HR490 - Human Resource Internship

The student is placed in a local private or public enterprise to gain work-related experience in HR. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours or 250 hours for 3 or 6 hours of credit, respectively.

Credits: 3 or 6 Prerequisites: Prerequisite: Senior status, a minimum of 2.8 grade point average, and recommendations from two business or HR department professors. Same Course As:

Interdisciplinary Studies

ID111-411 - 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.

There are 4 levels for this course ID111, ID211, ID311, ID411.

Credits: 1 Prerequisites: Prerequisite: Must have the permission of the instructor. (5th year and other students may take this course for zero credit, with permission from the instructor.) Same Course As:

Interdisciplinary Studies

ID150 - Academic Inquiry

This course provides an introduction to collegiate transitions focused on cultivating student success in the first year experience at Limestone University. Students will develop an understanding of personal, professional, academic, and social transitional experiences and navigational supports in articulating these experiences. Students will create, develop, and apply critical thinking strategies in areas of time management, study skills, career planning, resource utilization, and media literacy. Students will be equipped with skills to enable their self-awareness, self-motivation, social and civic engagement, and personal agency.

Credits: 3 Prerequisites: Prerequisite: First year status with 30 credit hours or less. Same Course As:

Interdisciplinary Studies

ID201 - Transition Success

This course will introduce you to Limestone University, 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 University. All students in the Online & Evening 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 easier. you will learn about services available to you as a Limestone student.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Interdisciplinary Studies

ID301 - 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 to measure each student's general education competency levels, will be included as one of the assessment methods for the course.

Credits: 3 Prerequisites: Prerequisite: Junior standing and completion of Limestone's Verbal and Quantitative Skills Requirements (English 101, 102, 105). Same Course As: Writing Intensive.

Interdisciplinary Studies

ID305 - Academic Research

This course will provide knowledge of advanced research strategies and methods, including selecting a research topic, choosing sources from research databases, learning how to search for and evaluate information, and understanding the scholarly communication process. The course will culminate with an annotated bibliography and literature review.

Credits: 3 Prerequisites: Prerequisite: EN101 and EN102, or EN103. Same Course As: Writing Intensive.

Interdisciplinary Studies

ID400 - Senior Seminar

This course seeks to develop and strengthen the necessary skills that will enable students to successfully navigate and achieve their career and post-graduation goals. Topics covered include various methods of career readiness such as: career assessment, resumes, interviews, networking, and professionalism.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Mathematics

CS202 - Advanced Microcomputer Applications

A 3 credit hour elective course.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA104 - Recreational Math

Study of mathematically related recreations, such as puzzles, constructions, logic, fractals, 2D and 3D puzzles. The content varies by semester. This course may not be used to satisfy SLO 5.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA110 - Mathematics for the Liberal Arts

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

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA111 - Mathematics for Teachers I

Topics covered include problem-solving, logic, sets, numeration systems, whole number operations, basic number theory, integers, rational numbers, 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 for the Praxis Core Assessment.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA112 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA114 - Intermediate Algebra

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 designed to prepare students who have to take MA115 or MA116 later.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Mathematics

MA115 - 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.

Credits: 3 Prerequisites: Prerequisite: MA114 with a grade of "C" or better, or ACT math score of 18 or SAT math score of 500, or precalculus or equivalent in high school with a minimum grade of "B". Same Course As:

Mathematics

MA116 - 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.

Credits: 3 Prerequisites: Prerequisite: MA114 with a grade of "C" or better, or ACT math score of 18 or SAT math score of 500, or precalculus or equivalent in high school with a minimum grade of "B". Same Course As:

Mathematics

MA122 - 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 an introduction to sequences and series.

Credits: 3 Prerequisites: Prerequisite: MA 115, or precalculus or equivalent in high school with a minimum grade of B, or permission of instructor. Same Course As:

Mathematics

MA160 - Basic Mathematical Logic and Sets

Introduction to propositional logic, predicate calculus, proofs, sets, functions, and mathematical induction.

Credits: 3 Prerequisites: Prerequisite: MA115 or above (except MA 200) with a grade of "C" or better. Same Course As:

Mathematics

MA200 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA200, EC200

Mathematics

MA204 - 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.

Credits: 3 Prerequisites: Prerequisite: MA110 or above with a "C" or better. Same Course As:

Mathematics

MA205 - 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. (Offered in Fall Semester.)

Credits: 3 Prerequisites: 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. Same Course As:

Mathematics

MA206 - 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.

Credits: 3 Prerequisites: Prerequisite: MA205 with a "C" or better. Same Course As:

Mathematics

MA230 - 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.

Credits: 3 Prerequisites: Prerequisite: MA205 with a grade of "C" or better, or permission of the instructor. Same Course As:

Mathematics

MA300 - 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 the use of technology for exploring concepts and creating simulations.

Credits: 3 Prerequisites: Prerequisite: MA206 with a grade of "C" or better, or permission of instructor. Same Course As:

Mathematics

MA301 - 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.

Credits: 3 Prerequisites: Prerequisite: MA206 with a grade of "C" or better. Same Course As:

Mathematics

MA304 - The History of Mathematics

Topics include history of number and operations, algebra, geometry, calculus, probability, data analysis, statistics, discrete mathematics, and measurement systems. Ancient cultures, medieval Europe and the Renaissance, the era of Newton and Leibnitz, and the modern age will be discussed. Substantial writing is required.

Credits: 3 Prerequisites: Prerequisite: MA205 with a grade of "C" or better, or permission of the instructor. Same Course As: Writing Intensive.

Mathematics

MA307 - Calculus III

This course provides instruction in basic facts on infinite series, Taylor polynomials and series, parametric equations, polar coordinates, vectors and geometry in space, and calculus on vector-valued functions.

Credits: 3 Prerequisites: Prerequisite: MA206 with a grade of "C" or better. Same Course As:

Mathematics

MA308 - 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.

Credits: 3 Prerequisites: Prerequisite: MA307 with a grade of "C" or better. Same Course As:

Mathematics

MA317 - Probability Theory & Applications

Basic axioms and theorems, conditional probability and independence, permutations and combinations, random variables and distributions, expectation and variance.

Credits: 3 Prerequisites: Prerequisite: MA206 with a grade of "C" or better. Same Course As:

Mathematics

MA319 - 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.

Credits: 3 Prerequisites: Prerequisite: MA200 with a grade of "C" or better. Same Course As:

Mathematics

MA320 - Modern Algebra

Introductory number theory and group theory, with a brief introduction to rings, integral domains, and fields.

Credits: 3 Prerequisites: Prerequisite: MA206 or higher with a grade of "C" or better, or permission of instructor. Same Course As:

Mathematics

MA350 - Methods of Teaching Mathematics in the Secondary School

Topics include instructional planning, assessments, instructional strategies, classroom environment, dispositions of educators, technology, motivation and expectations for learners, content knowledge, problem-solving strategies, monitoring classroom learning, classroom management, current SC standards for mathematics instruction, and the SC Teaching Standards 4.0 rubric. Intended for prospective secondary mathematics teachers.

Credits: 3 Prerequisites: Prerequisite: One upper-level mathematics course, passing Praxis I. Concurrent enrollment in ED 301MA or ED 302MA, or permission of the Mathematics Education Supervisor. Same Course As:

Mathematics

MA415 - Mathematical Statistics

Estimation and hypothesis testing, regression and correlation, analysis of variance, nonparametric methods.

Credits: 3 Prerequisites: Prerequisite: MA200 and MA317, both with a grade of "C" or better. Same Course As:

Mathematics

MA425 - 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.

Credits: 3 Prerequisites: Prerequisite: MA206 or higher with a grade of "C" or better, or permission of instructor. Same Course As:

Mathematics

MA426 - 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.

Credits: 3 Prerequisites: Prerequisite: MA230 or MA301, with a grade of "C" or better. Same Course As:

Mathematics

MA452 - Clinical Practice

This 60-day course of study in 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. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: 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. Same Course As:

Mathematics

MA550 - Quantitative Methods for Managers

A non-theoretical, business applications oriented study of methods for quantitative analysis for decision-making. Topics studied include breakeven analysis, basic probability and probability distributions, time series analysis and forecasting, linear programming, and queueing models. This course is designed for graduate credit in the MBA program.

Credits: 3 Prerequisites: Prerequisite: MA115 or higher mathematics course or successful completion of the module on Quantitative Research Techniques and Statistics in BA 500. Same Course As:

Social Work

SW101 - Introduction to the Helping Professions

This course will introduce students to 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

sw110 - Social Justice through Music

This course will explore past and present social injustice through the lens of music. An understanding of how music impacts change will be explored. The focus will be on DEFINING inequality of social justice for disenfranchised populations.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW203 - Introduction to Social Work as a Profession

This course covers the concept of generalist social work practice as a profession. Students explore providing social work services to diverse populations of various ages, ethnicities, economic situations, sexual orientations, gender identities, etc. Important emphasis is placed on social work values, goals, skills and professional roles.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW204 - Social Welfare Programs and Policy

This course examines the values and policies that shape the well being of our society. The course provides students with in-depth perspectives on major, current issues such as healthcare, housing, taxation, as well as social and economic justice. Problems and solutions are examined from conservative and liberal perspectives.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW205 - Human Behavior and the Social Environment I

This course presents the life cycle of human development from conception to early adulthood. Students will explore social, emotional, and physiological impacts on these stages of life. This course is designed to familiarize the prospective professional with knowledge of how to conduct an appropriate Bio-Psycho-Social-Spiritual Assessment.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Social Work

SW206 - The Influence of Sexual Factors on Behavior

This course provides students with an introduction to the study of human sexual behaviors. Diverse topics such as birth-control, sex and love, sexual functioning, sexual orientation, sexually transmitted infections, infertility, divorce, human trafficking, paraphillias, and more are discussed in this course.

Credits: 3 Prerequisites: Prerequisite: Same Course As: PS202

Social Work

SW207 - Gerontology

This course focuses on social work practice with older adults. It covers the knowledge, skills, and values needed for effective social work practice with older adults and their families. The course concentrates on the bio-psycho-social-spiritual changes and challenges associated with the aging process.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW208 - Human Behavior and the Social Environment II

This course presents the life cycle of human development from middle to late adulthood. Students will explore social, emotional, and physiological impacts on these stages of life. This course is designed to familiarize the prospective professional with knowledge of how to conduct an appropriate Bio-Psycho-Social-Spiritual Assessment.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Social Work

SW209 - Practice with Culturally Diverse Populations

This course explores the importance of understanding the impact diversity has upon social work practice. Various examples of diversity as they relate to culture, gender, age, socioeconomics, ethnicity, etc. are explored. The impact of "isms" such as racism, sexism, ageism, ableism, heterosexism, classism, and others are examined.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW210 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW212 - Child Maltreatment and Family Preservation

The first course in the Child Welfare Services Certification examines the maltreatment of children. Students are exposed to methods used to assess various forms of abuse, neglect, and exploitation. Students learn about implementing interventions needed to address cases of child maltreatment.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW214 - Out of Home Care and Permanency Planning

The second course in our Child Welfare Certification Program. It examines the importance of collaboration between child welfare workers, families, advocates (eg. guardian ad litem), the legal system, and various agencies to address out-of-home care and the goal of permanency planning for the safety and well being of children.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW230 - Social Work Ethics

This course will cover the NASW Code of Ethics. Emphasis is on the six standards within the NASW Code of Ethics. 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW301 - Social Work Intervention: Individuals, families, and Small Groups

The focus of this intervention course is the nature of the helping relationship. Beginning skills in building rapport, interviewing, and problem-solving are studied. Various theoretical perspectives and evidence-based interventions for addressing client needs are provided.

Credits: 3 Prerequisites: Prerequisite: SW203, SW204, SW205, and SW208 or Approval of Director of SW Program Same Course As:

Social Work

SW302 - Social Work Specialized Groups

The focus of this intervention course is on group dynamics and group work. Various types of groups and the effect these have on group development, cohesion, and functioning are examined. Theoretical perspectives are demonstrated through lectures, roleplay, and participation in real-life group settings.

Credits: 3 Prerequisites: Prerequisite: SW203, SW204, SW205, and SW208 or Approval of Director of SW Program Same Course As:

Social Work

SW304 - Social Work Intervention: Large Groups and Community Organization

This third intervention course examines generalist social work practice with large systems. Students explore specific change models while working with organizations and communities. This course teaches students about macro skills used to assess, implement, and evaluate the change in organizations and communities.

Credits: 3 Prerequisites: Prerequisite: SW203, SW204, SW205, and SW208 or Approval of Director of SW Program Same Course As:

Social Work

SW350 - Social Work Research

This course examines the importance 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 understanding of the research process and how it informs social work practice.

Credits: 3 Prerequisites: MA200 Prerequisite: Same Course As:

Social Work

SW420A-B - Field Practicum

Students must work as a social work intern 25-30 hours per week (for a minimum of 400 total clock hours) at a social service agency under the supervision of a social worker who meets CSWE qualifications. Lab Fee.

Note: The Field Manual is available online and contains all the information needed to prepare and apply for field. Applications should be completed at least 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 fieldwork.

For complete information about the field application process: <http://limestonecollege.formstack.com/forms/fac>

Credits: 6 Prerequisites: Prerequisite: Completion of all general education and social work major required courses or permission of the field director. Same Course As:

Social Work

SW505 - Social Work Intervention

This intervention course serves as an introduction to the social work profession with special attention paid to interventions. It examines generalist social work practice with individuals in groups and large systems. Students use critical thinking skills to assess, implement and evaluate change. Focus of this intervention course is the generalist intervention model of social work practice with individuals & families. By using systems theory and a strengths-based perspective, the student will develop

interviewing, communication, & recording skills. Students will define and establish professional relationships and apply different problem-solving interventions. The student learns assessment and intervention skills by completing a Mental Status Exam (MSE) and Case Write-Up with a Treatment Plan.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW505 - Social Work Intervention

This intervention course serves as an introduction to the social work profession with special attention paid to interventions. It examines generalist social work practice with individuals in groups and large systems. Students use critical thinking skills to assess, implement and evaluate change. Focus of this intervention course is the generalist intervention model of social work practice with individuals & families. By using systems theory and a strengths-based perspective, the student will develop interviewing, communication, & recording skills. Students will define and establish professional relationships and apply different problem-solving interventions. The student learns assessment and intervention skills by completing a Mental Status Exam (MSE) and Case Write-Up with a Treatment Plan.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW513 - Human Behavior & the Social Environment

With a focus on the generalist perspective, this advanced human behavior and the social environment (Master) course will present an overview from a systems/ecological approach of the life cycle of human development from conception through death. This course is designed to familiarize the generalist MSW program student with knowledge of normative patterns of human behavior and to provide the tools to assess for appropriate individual developmental functioning of clients and their families. This course examines the individual in social systems that include family groups, community organizations, culture, and society. The part that socioeconomics, gender, and cultural diversity play in the normative processes of socialization of children within family contexts will also be discussed. 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 death and system problems such as overload within health care systems, juvenile and adult criminal systems, public school systems, etc. Credit, 3 hours.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW513 - Human Behavior & the Social Environment

With a focus on the generalist perspective, this advanced human behavior, and the social environment (Master) course will present an overview from a systems/ecological approach of the life cycle of human development from conception through death. This course is designed to familiarize the generalist MSW program student with knowledge of normative patterns of human behavior and to provide the tools to assess for appropriate individual developmental functioning of clients and their families. This course examines the individual in social systems that include family groups, community organizations, culture, and society. The part that socioeconomics, gender, and cultural diversity play in the normative processes of socialization of children within family contexts will also be discussed. 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 death and system problems such as overload within health care systems, juvenile and adult criminal systems, public school systems, etc.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW589A - Applied Learning in Field Education I

This Social Work Field Education Course (SW 589 A) is the first of two-Traditional MSW Field Education courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students will participate in a weekly one- and one-half hour Field Education Seminar. The seminar introduces the United Nations Declaration of Human Rights, the World Health Organization's Definition of Health and the International Federation of Social Workers' Policy Statement on Health into discussions of how resource equity, social justice and universal health

and healthcare across the lifespan effects work with client systems. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual Field Education Instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies/organizations. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW589A - Applied Learning in Field Education I

This Social Work Field Education Course (SW 589 A) is the first of a two-semester, sequenced course designed to provide students with a supervised foundation practice experience in a social service agency/organization. The field education practicum includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. The seminar introduces the United Nations Declaration of Human Rights, the World Health Organization's Definition of Health and the International Federation of Social Workers' Policy Statement on Health into discussions of how resource equity, social justice and universal health and healthcare across the lifespan effects work with client systems. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual field education instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies/organizations. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW589B - Applied Learning in Field education II

This Social Work Field Education Course (SW 589 B) is the second of two-Traditional MSW Field Courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Students will participate in a one- and one-half hour Field Education Seminar. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual field education instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with individuals, families and agencies, organizations, and groups. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality. The student will spend approximately three to four days a week (for a total of 200 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker.

Credits: 3 Prerequisites: SW589A Prerequisite: Same Course As:

Social Work

SW589B - FIELD INSTRUCTION II: ADVANCED SOCIAL WORK PRACTICE

This Social Work Field Education Course (SW 589 B) is the second of two-Traditional MSW Field Courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Students will participate in a one- and one-half hour Field Education Seminar. Field Education includes experiential learning in social work skills for multi-

level and multi-sector practice in a generalist practice setting. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual field education instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with individuals, families and agencies, organizations, and groups. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW602 - Diversity, Social Justice, and Culturally Competent Social Work Practice

This course, like the profession of social work, celebrates the diversity that characterizes and shapes the human experience and the formation of both individual and group identity. The course approaches diversity from the perspective of intersectionality, a perspective in which the dimensions of diversity are understood as the simultaneous interplay of multiple factors including but not limited to socioeconomic status, race, ethnicity, nationality, color, sex, gender, gender identity and expression, sexual orientation, age, disability and ability, relationship status, political ideology, religion/spirituality, and tribal sovereign status. Regardless of cultural background and life experiences, every person has fundamental human rights. These rights include freedom, safety, honor, and recognition of worth, privacy, an adequate standard of living, health care, and education.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW603 - Advanced Theory for Social Work Practice

This course provides the context for health and mental health practice, focusing on the theories of practice, and human and organizational behavior, as applied to this advanced area of practice. This course presents the fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing issues relevant to health and mental health. Students will learn the determinants of challenges and problems in health and mental health, and theoretical approaches to guide the design and evaluation of interventions in health and mental health. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health and mental health practices, policies and services.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW605 - Advanced Social Work Intervention I

This course attends to the range of mental health diagnoses including mild to severe and those possible treatments that may be used to address this continuum. Despite growing neuroscience, many etiologies (history/origin) remain elusive for many mental illnesses; however, the DSM-5 is briefly introduced to orient students to treatments presented and based on symptoms that clients may present. The course introduces two underlying philosophies that drive mental health care (Medical Model and the Recovery Movement), exploring the types of services provided based on levels of care and then explores more intimately the evidence-based treatments and interventions employed by current mental health practitioners across settings and philosophies. Many different understandings related to mental health and mental illness are included and the required readings draw from various theoretical approaches to treatment, ranging from psychodynamic to brief solution-focused and are introduced to students. Students will be encouraged to think critically about both the current philosophies, the current research on treatments, and the various approaches to treatment. The approach to teaching the course is person-centered in that the emphasis is on understanding the individual with behavioral health challenges, strengths, relationships, larger contexts, and the processes associated with acquiring care whether that be in the community or through an integrated care setting.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW606 - Social Work Research and Best Practice

The course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught evaluation research design, instrument selection and development and techniques of data analysis. Students examine the research process as it applies to the specialized interests and needs of social work. The course is designed to enable students to be critical consumers of research, to understand the principles and process of research and the evaluation of practice, to become familiar with ethical considerations when designing and implementing a project, and to be capable of participation in practice-related research.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW607 - Assessment and Diagnosis in Social Work

Students will learn to develop diagnostic skills utilizing standard diagnostic nomenclature and treatment strategies, becoming more familiar with differential diagnosing, and therapeutic models. The social work imperative of considering person-in-environment is infused throughout. Multicultural and ethical components are also integrated. The course will provide students with knowledge of the major categories of diagnoses for adults as formulated in DSM-5 and of theoretical perspectives in those categories. Attention is given to the dynamics of development and culture, and to the interrelationship among biological, psychological, and social/cultural systems that impact diagnosis. The focus will be on utilizing these elements in order to provide a comprehensive bio-psycho-social assessment. Treatments specifically related to these diagnoses will be noted.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW609 - Advanced Social Work Intervention II

Generalist Practice with Communities and Organizations exposes students to the theory and practice of planned change in communities & organizations and helps them incorporate a generalist model into practice at these levels of intervention. Students develop foundational skills in engagement, assessment, intervention, and evaluation with programs, organizations, and communities. Additionally, we consider policy construction, implementation, and critical analysis of services and systems.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW610 - Advanced Social Welfare Policy and Services

The course is also designed to prepare students to systematically analyze social problems and to gain an understanding of the social welfare system in the U.S. Content includes the scope of social welfare development and systems of service, the funding authority and patterns of service delivery, and how political and social ideologies influence policy development. This review includes investigation of local, state, federal and international levels and the understanding that policy is a function of social, political, and economic context and transitions. The evolution, and current status, of the profession of social work, is described as it interfaces with social welfare development, policies, and practices. The role of discrimination, oppression, and inequality in the establishment and implementation of social welfare policies and services is also explored. Social problems of ongoing concern including poverty, health care, and rural issues are highlighted and gaps in policies and programs especially as they link to social and economic justice, diversity, populations at risk, and social work ethics and values are assessed.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW611 - Legal and Ethical Issues in Clinical Social Work

Using case-based material, this course provides an understanding of legal and ethical issues confronted by social workers in clinical practice. The course includes an overview of basic legal concepts and principles as well as an examination of the NASW Code of Ethics. Students are expected to develop a systematic reasoning process through which values conflicts within a clinical practice are addressed constructively and productively. Topics include informed consent and refusal; confidentiality and privacy; capacity and competence, guardianship and conservatorship; duty to warn/protect; assisted suicide and euthanasia; malpractice and risk management issues and mandated reporting for a child, elder, and disabled abuse and neglect.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Social Work

SW620 - Field Instruction I: Advanced Social Work Practice

The first unit of field practicum is the first course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at the attainment of advanced-level competencies and practice behaviors. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates (typically Mondays and Tuesdays) scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student.

Credits: 3 Prerequisites: Prerequisite: Students must complete 125 hours. This course can only be taken if the first units of advanced year coursework which include SW 507 and SW 511 have been completed. Same Course As:

Social Work

SW621 - Field Instruction II: Advanced Social Work Practice

The second unit of field practicum is the second course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at the attainment of advanced-level competencies and practice behaviors. Students will remain in the same field placement site as in SW 520, and continue to build competency in advanced level practice behaviors defined in Appendix A. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates (typically Mondays and Tuesdays) scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student.

Credits: 3 Prerequisites: Prerequisite: Students must complete 125 hours. This course can only be taken if SW 520 Field Instruction I has been successfully completed and passed. Same Course As:

Social Work

SW622 - Field Instruction III: Advanced Social Work Practice

The third unit of field practicum is the third course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at the attainment of advanced-level competencies and practice behaviors. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates (typically Mondays and Tuesdays) scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student.

Credits: 3 Prerequisites: Prerequisite: Students must complete 125 hours. This course can only be taken if the first units of advanced year coursework which include SW 507 and SW 511 have been completed. Same Course As:

Social Work

SW623 - Field Instruction IV: Advanced Social Work Practice

The fourth unit of field practicum is the fourth three-hour course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Students will remain in the same field placement site as in SW 522, and continue to build competency in advanced level practice behaviors defined in Appendix A. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates (typically Mondays and Tuesdays) scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student.

Credits: 3 Prerequisites: Prerequisite: Students must complete 125 hours. This course can only be taken if SW 520 Field Instruction I, SW 521 Field Instruction II, and SW 522 Field Instruction III have been successfully completed and passed. Same Course As:

Music Ensemble

ME120-420 - 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.

Note: This course is offered in 4 levels 120, 220, 320, and 420.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME121-421 - Show Choir

A select ensemble of singers and instrumentalists chosen by audition to represent and promote the University. 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.

Note: This course is offered in 4 levels 121, 221, 321, and 421.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME122-422 - Vocal Ensemble

A small vocal ensemble for the performance of appropriate vocal literature. Open to music majors and others enrolled in ME120 with the consent of the instructor.

Note: This course is offered at 4 levels ME122, ME222, ME322, ME422.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME123-423 - 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 the consent of the instructor. Two hours of rehearsal weekly.

Note: This course is offered at 4 levels ME123, ME223, ME323, and ME423.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME124-424 - 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.

Note: This course is offered at 4 levels ME124, ME224, ME324, and ME424.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME125-425 - 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.

Note: This course is offered at 4 levels ME125, ME225, ME325, and ME425.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME126-426 - Wind Ensemble

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

Note: This course is offered at 4 levels ME126, ME226, ME326, and ME426.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME127-427 - 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.

Note: This course is offered at 4 levels ME127, ME227, ME327, and ME427.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME128-428 - 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.

Note: This course is offered at 4 levels ME128, ME228, ME328, and ME428.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME129-429 - 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.

Note: This course is offered at 4 levels ME129, ME229, ME329, and ME429.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME130-430 - 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.

Note: This course is offered at 4 levels ME130, ME230, ME330, and ME430.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME131-431 - 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.

Note: This course is offered at 4 levels ME131, ME231, ME331, and ME431.

Credits: 1 Prerequisites: Prerequisite: ME130 and consent of instructor. Same Course As:

Music Ensemble

ME132-432 - 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.

Note: This course is offered at 4 levels ME132, ME232, ME332, and ME432.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music Ensemble

ME136-436 - Band Ensemble

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.

Note: This course is offered at 4 levels ME136, ME236, ME336, and ME436.

Credits: 0-2 Prerequisites: Prerequisite: Same Course As:

Music

MU100 - 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.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music

MU101 - 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.

Credits: 1 Prerequisites: Prerequisite: Must not be a Vocal Music Major Same Course As:

Music

MU102 - 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. Meets two hours weekly.

Credits: 1 Prerequisites: Prerequisite: Open to non-music majors with permission of the instructor. Same Course As:

Music

MU103 - 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. Meets two hours weekly.
Credits: 1 Prerequisites: Prerequisite: MU102 or its equivalent. Also open to non-music majors with consent of instructor. Same Course As:

Music
MU104 - 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.
Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music
MU119 - 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.
Credits: 3 Prerequisites: Prerequisite: Same Course As:

Music
MU125 - 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.
Credits: 2 Prerequisites: Prerequisite: Same Course As:

Music
MU129 - 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. (Offered Spring semester only.)
Credits: 2 Prerequisites: MU119 Prerequisite: Same Course As:

Music
MU139 - 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.
Credits: 3 Prerequisites: MU119 Prerequisite: Same Course As:

Music
MU150 - 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.
Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Music
MU203 - Class Piano III
An intermediate level course in further preparation and training for the piano proficiency examination. (Offered Fall semester only.)
Credits: 1 Prerequisites: Prerequisite: MU103 or its equivalent. Same Course As:

Music
MU204 - 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. The piano proficiency examination will be given at the completion of this course. Meets two hours weekly. (Offered Spring semester only.)
Credits: 1 Prerequisites: Prerequisite: MU203 or its equivalent. Same Course As:

Music

MU205 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Music

MU208 - 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.

Credits: 3 Prerequisites: Prerequisite: Permission of instructor. Same Course As:

Music

MU213 - 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 the pronunciation of Italian and Latin song literature. Meets three hours weekly. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: Music Education Major or permission of instructor. Same Course As:

Music

MU214 - 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. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music

MU215 - 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. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music

MU216 - 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. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music

MU217 - 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. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Music

MU229 - Intermediate Aural Skills

Continuation and expansion of those skills developed in MU129, but in more chromatic language. Includes computer-assisted instruction.

Credits: 2 Prerequisites: Prerequisite: MU129 or permission from the instructor. Same Course As:

Music

MU239 - 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. (Offered Fall semester only.)

Credits: 3 Prerequisites: Prerequisite: MU139 or permission from the instructor. Same Course As:

Music

MU303 - Music History I

An in-depth study of western art music from antiquity to about 1800. Meets three hours weekly.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Music

MU304 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: Writing Intensive.

Music

MU310 - Basic Conducting

An introductory course in standard conducting techniques, including basic conducting beat patterns, score reading, and rehearsal techniques. Meets three hours weekly.

Credits: 2 Prerequisites: Prerequisite: Music major or permission of instructor. Same Course As:

Music

MU311 - 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. Meets three hours weekly.

Credits: 2 Prerequisites: MU310 Prerequisite: Same Course As:

Music

MU312 - 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. Meets three hours weekly. (Offered in a five-semester rotation.)

Credits: 1 Prerequisites: Prerequisite: MU213 for Instrumental Majors. No prerequisite for Vocal Majors. Same Course As:

Music

MU313 - Choral Conducting

Techniques of rehearsing and conducting various levels of choral compositions. Observation of choral conducting and rehearsal techniques.

Credits: 2 Prerequisites: Prerequisite: MU310 for Vocal Majors, or permission of instructor. Same Course As:

Music

MU320 - 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. Meets three hours weekly.

Credits: 3 Prerequisites: Prerequisite: Qualified Music Major or permission of instructor. Same Course As:

Music

MU329 - Advanced Aural Skills

Continuation and expansion of those skills developed in MU229, but in advanced rhythmic and harmonic language. Includes computer-assisted instruction.

Credits: 2 Prerequisites: Prerequisite: MU229 or permission from the instructor. Same Course As:

Music

MU333 - 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.

Credits: 3 Prerequisites: Prerequisite: Pass Praxis I Same Course As: Writing Intensive.

Music

MU339 - Music Theory III

Examination of fundamental principles of musical form; analysis of representative tonal works. Includes computer-assisted instruction.

Credits: 3 Prerequisites: Prerequisite: MU239 or permission from the instructor. Same Course As:

Music

MU400 - 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. Meets five hours weekly.

Credits: 3 Prerequisites: Prerequisite: Pass Praxis I Same Course As: Writing Intensive.

Music

MU452 - 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. Grading is on a Pass/ Fail basis.

Credits: 12 Prerequisites: Prerequisite: Passing Praxis II. All required music courses for music education majors and admission to the Teacher Education Program. Same Course As:

Music

MU453 - 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. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: 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. Same Course As:

Music

MU491-497 - 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.

MU491 - Senior Recital, Piano

MU491G - Senior Recital, Organ

MU492 - Senior Recital, Voice

MU494B - Senior Recital, Bassoon

MU494C - Senior Recital, Clarinet

MU494F - Senior Recital, Flute

MU494O - Senior Recital, Oboe

MU494S - Senior Recital, Saxophone

MU495E - Senior Recital, Euphonium

MU495H - Senior Recital, Horn

MU495R - Senior Recital, Trumpet

MU495T - Senior Recital, Trombone

MU495U - Senior Recital, Tuba

MU496 - Senior Recital, Percussion

MU497 - Senior Recital, Guitar

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Philosophy

PL201 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Philosophy

PL210 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Philosophy

PL211 - 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 the 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Philosophy

PL310 - Ethical Issues in the Workplace

The primary objectives are to expose the student to many of the significant inter-relationships, issues, philosophies, and points of view which affect the relationship between business and society.

Credits: 3 Prerequisites: Prerequisite: Same Course As: BA310

Physics

PH201 - General College Physics I

An introduction to mechanics, heat, and waves. This course is designed for science students. Three hours of lecture and one three-hour laboratory per week. (Offered alternate years.)

Credits: 4 Prerequisites: MA122 Prerequisite: Same Course As:

Physics

PH202 - General College Physics II

An introduction to electromagnetism, light, and modern physics. This course is designed for science students. Three hours of lecture and one three-hour laboratory per week. (Offered alternate years.)

Credits: 4 Prerequisites: Prerequisite: PH201 with a C or better, or permission of instructor. Same Course As:

Physics

PH301 - Physics I with Calculus

An introduction to mechanics, heat, and waves using calculus. This course is designed for chemistry and mathematics education majors, and open to all students who have finished at least one semester of calculus. Three hours of lecture and one three-hour laboratory per week. (Offered alternate years.)

Credits: 4 Prerequisites: Prerequisite: Mathematics 150 or 205, with a grade of C or better. Same Course As:

Physics

PH302 - Physics II with Calculus

An introduction to electromagnetism, light, and modern physics using calculus. This course is designed for chemistry and mathematics education majors, and open to all students who have finished at least one semester of calculus. Three hours of lecture and one three-hour laboratory per week. (Offered alternate years.)

Credits: 4 Prerequisites: Prerequisite: PH301 with a grade of C or better, or permission of the instructor. Same Course As:

Kinesiology

PE200 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103 Same Course As: Writing Intensive.

Kinesiology

PE201 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE202 - 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.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE203 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE208 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE209 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE210 - Basic Care and Prevention of Athletic Injuries

Primary causes of injuries, analysis of preventive measures, care of injuries in relation to types of tissue involved. This course is not applicable for Athletic Training Majors.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE212 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE213 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE217 - 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.

Credits: 2 Prerequisites: Prerequisite: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Same Course As:

Kinesiology

PE218 - 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.

Credits: 2 Prerequisites: Prerequisite: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Same Course As:

Kinesiology

PE219 - 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.

Credits: 3 Prerequisites: Prerequisite: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Same Course As:

Kinesiology

PE222 - 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.

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.

Credits: 3 Prerequisites: EN101, EN102 Prerequisite: Same Course As: EN222

Kinesiology

PE285 - Medical Terminology

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

Credits: 3 Prerequisites: Prerequisite: Same Course As: BI285

Kinesiology

PE301 - Kinesiology

The study of human movement from structural and mechanical perspectives, including the analysis of motor skills.

Credits: 3 Prerequisites: BI210 Prerequisite: Same Course As:

Kinesiology

PE302 - Exercise Physiology

Responses and adaptations of body systems to activity stress.

Credits: 3 Prerequisites: BI211 Prerequisite: Same Course As: BI309

Kinesiology

PE303 - The Principles and Problems of Coaching

The primary purpose of this course is the study of the theory and principles of athletic coaching. Topics such as character, objectives, and goals in coaching, practice and game organization, fiscal and facilities management, public relations, liability issues, coaching relationships, scouting, recruiting, an understanding of sound conditioning components, tactical strategies and different coaching styles will be analyzed. Trends and current issues in athletics will be considered with emphasis on sport as a part of the educational system. This course is recommended for junior-level students and above.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103, Completion of 60 credit hours, and completion of 4 credit hours from the following courses: KI203, 208, 209, 212, 213, and/or permission of the faculty sponsor. Same Course As: Writing Intensive.

Kinesiology

PE305 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE307 - Human Performance Laboratory

This course offers students the opportunity to observe and participate in some of the standard laboratory procedures from the sport and exercise sciences including exercise physiology, kinesiology, and motor learning.

Credits: 1 Prerequisites: Prerequisite: BI210 and BI211 with prerequisites or co-requisites: KI301, 302, or 322. Same Course As:

Kinesiology

PE314 - 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.

Credits: 4 Prerequisites: Prerequisite: Admittance to Teacher Education Program and passing Praxis Core. Same Course As:

Kinesiology

PE315 - 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.

Credits: 1 Prerequisites: Prerequisite: Passing Praxis Core. Same Course As:

Kinesiology

PE320A - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE322 - 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.

Credits: 3 Prerequisites: BI210, BI211 Prerequisite: Same Course As:

Kinesiology

PE323 - 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.

Credits: 3 Prerequisites: Prerequisite: Admittance to Teacher Education Program. Same Course As:

Kinesiology

PE324 - 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.

Credits: 2 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE326 - 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.

Credits: 3 Prerequisites: BI210 Prerequisite: Same Course As:

Kinesiology

PE327 - 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.

Credits: 3 Prerequisites: Prerequisite: Completion of 30 credit hours. Same Course As:

Kinesiology

PE329 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE330 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103, and the completion of 60 credit hours. Same Course As: Writing Intensive.

Kinesiology

PE333 - 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 of biomechanically sound training regimens.

Credits: 3 Prerequisites: Prerequisite: Athletic Training or Strength & Conditioning major who has completed BI210, BI211, and KI301. Same Course As:

Kinesiology

PE400 - 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.

Credits: 3 Prerequisites: Prerequisite: EN102 or EN103, and the completion of 60 credit hours. Same Course As: Writing Intensive.

Kinesiology

PE401 - Strength & Conditioning Practicum

In this course, students will be required to work on professional proficiencies in the classroom 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.

Credits: 1 Prerequisites: Prerequisite: KI324, KI326 and KI333; and Strength & Conditioning major and/or by approval of the Program Coordinator. Same Course As:

Kinesiology

PE410 - Psychology of Sport

The application of principles of psychology to individual behavior in sport situations.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Kinesiology

PE413 - 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.

Credits: 3 Prerequisites: KI201 Prerequisite: Same Course As:

Kinesiology

PE414 - Health and Physical Education in the Secondary School

Principles of designing and implementing school physical education for students in grades 6-12. Curriculum, methods, and materials for health and physical education will be developed. A 30-hour field experience, 15 hours at the middle school level and 15 hours at the high school level, is required for this course.

Credits: 4 Prerequisites: Prerequisite: Passing Praxis Core. Same Course As:

Kinesiology

PE452 - Clinical Practice

This 60-day course of study in public schools allows teacher candidates to combine theory and practice in the classroom/gymnasium. One half of the teacher candidate teaching experience will take place in a secondary setting, with the other half in an elementary setting. Grading is on a Pass/Fail basis.

Credits: 12 Prerequisites: Prerequisite: Passing Praxis Subject Assessment and the PLT, and admittance to Teacher Education Program. Same Course As:

Kinesiology

PE453 - 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.

Credits: 1 Prerequisites: Prerequisite: Passing Praxis Subject Assessment and the PLT, and admittance to Teacher Education Program. Same Course As: Writing Intensive.

Kinesiology

PE460 - Research in Exercise Science

This course is designed to develop a sound framework of research practices and research habits that are essential in the discipline of Exercise Science. Overview of the research process, developing a literature review search, creating a meaningful literature review, presenting the problem and hypothesis, and formulating the method are foundational in this class.

Credits: 3 Prerequisites: Prerequisite: 75 hours completion and a declared major in Exercise Science. Same Course As:

Kinesiology

PE490 - 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. Students supply own transportation. No more than one internship may be taken in the same semester.

Credits: 3 or 6 Prerequisites: Prerequisite: Senior status Physical Education Major with minimum 2.5 GPA and approval from the faculty sponsor. Same Course As:

Kinesiology

PE491 - 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 student's 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. Students supply own transportation. No more than one internship may be taken in the same semester.

Credits: 3 or 6 Prerequisites: Prerequisite: KI 303, KI410, Senior status coaching minor with minimum 2.5 GPA, and approval from faculty sponsor. Same Course As:

Kinesiology

PE492 - 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 a 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. No more than one internship may be taken in the same semester. Students supply own transportation.

Credits: 3 or 6 Prerequisites: Prerequisite: KI324, KI326, KI331, KI401, and Senior status Strength & Conditioning major with a minimum of 2.5 GPA or approval of Program Coordinator Same Course As:

Kinesiology

PE493 - 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.

Credits: 1 Prerequisites: Prerequisite: Passing Praxis Core, ED200, and permission of the instructor. Same Course As:

Kinesiology

PE495 - 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.

Credits: 3 Prerequisites: Prerequisite: Senior status and a declared major in Physical Education (PEGEN). Same Course As:

Spanish

SP101 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Spanish

SP102 - Elementary Spanish II

A review and continuation of SP101 with additional attention to Hispanic culture.

Credits: 3 Prerequisites: Prerequisite: SP101 or Prior Training in Spanish or Permission of Instructor Same Course As:

Spanish

SP105 - Conversational Spanish

Provides immediate access to functional language skills in occupational areas. Introduces vocabulary, phrases, and grammar that enables students to participate in basic workplace conversations on specific topics. Specific features of Hispanic culture will also be introduced. While the focus is on oral and aural skills, the course has writing components.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Spanish

SP201 - 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.

Credits: 3 Prerequisites: Prerequisite: 2 Semesters of College Spanish or Permission of Instructor Same Course As:

Spanish

SP202 - Intermediate Spanish II

A continuation of SP201 designed to develop linguistic proficiency and conversational competence in Spanish through reading, writing, listening, and speaking assignments utilizing Spanish literary works, newspapers, video productions, and television broadcasts.

Credits: 3 Prerequisites: Prerequisite: SP201 or Permission of Instructor Same Course As:

Sociology

SO201 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Sociology

SO202 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Science

SC101 - 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.

Credits: 4 Prerequisites: Prerequisite: Same Course As:

Science

SC130 - Planets, Stars, and Galaxies

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; the 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.

Credits: 4 Prerequisites: MA110 Prerequisite: Same Course As:

Science

SC201 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: RE201

Science

SC203 - Great Themes of Science

This course will present an overview of the major recent advances across the various subdivisions of science and is especially intended for non-majors of science. In addition, the various philosophies and techniques that comprise the methodology of science will be explored, along with a brief look at the history of each subfield of science discussed.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Psychology

PS101 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Psychology

PS105 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Psychology

PS202 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: SW206

Psychology

PS204 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Psychology

PS208 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 passed with a grade of "C" or higher. Same Course As:

Psychology

PS211 - Orientation to Psychology

This course is designed to provide an overview of the psychology major and minor, strategies for success in the major, and guidance to make informed decisions about education and careers. This course will examine the many subfields of psychology, the different occupations relevant to psychology students, and the educational and training requirements for different occupations. Students will become familiar with the APA writing style, the APA Code of Ethics, internships and research opportunities, and professional organizations and conferences in the field.

Credits: 3 Prerequisites: Prerequisite: PS101, PS105, or Permission of the Instructor Same Course As:

Psychology

PS219 - Quantitative Psychology

An introduction to descriptive, correlational, and experimental statistical concepts as applied to psychological measurement and research. Topics include the scientific method, ethical considerations in research, hypothesis testing, the application of statistics to research design, and drawing inferences through data analysis.

Credits: 3 Prerequisites: Prerequisite: "C" or better in PS218 Same Course As:

Psychology

PS301 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS302 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS303 - 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. Material Fee.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS304 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As: ED307

Psychology

PS305 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS306 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher or Permission of Instructor Same Course As:

Psychology

PS307 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS309 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 and MA 115 or above (passed with a C or higher), except MA 200. Same Course As:

Psychology

PS310 - 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. Material Fee.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS311 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS314 - 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.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS318 - Research Methods in Psychology

Psychology majors must learn the content of psychology, but also must learn how psychologists how what they know. This course is a critical-thinking skills course in which the main goal is to build skills as a consumer of research - both in psychology and the real world. Topics include the scientific method, psychological research methods and research claims, ethical considerations in research, and systematic evaluation of research validity. Students will also investigate psychological literature and write a research proposal to address a research question.

Credits: 3 Prerequisites: Prerequisite: PS 101 and MA 115 or above (passed with a C or higher), except MA 200. Same Course As: Writing Intensive.

Psychology

PS319 - 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.

Credits: 3 Prerequisites: PS218 Prerequisite: Same Course As:

Psychology

PS320 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As: ED320

Psychology

PS323 - Organizational Behavior

A study of the determinants of behavior at the individual, interpersonal, group, intergroup, and interorganizational levels.

Credits: 3 Prerequisites: MG300 Prerequisite: Same Course As: MG323

Psychology

PS400 - Theories of Personality

Major theories of personality and the factors involved in the development of personality. Material Fee.

Credits: 3 Prerequisites: Prerequisite: PS 101 with a grade of "C" or higher. Same Course As:

Psychology

PS407 - Perspectives of Psychology

Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.

Credits: 3 Prerequisites: Prerequisite: Junior or Senior Status, PS101 and at least one additional Psychology course. Same Course As:

Psychology

PS452 - Contemporary and Historical Issues in Psychology

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.

Credits: 3 Prerequisites: Prerequisite: Senior status or permission of instructor; PS218 Same Course As:

Psychology

PS460 - 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.

Credits: 3 Prerequisites: Prerequisite: Junior or Senior standing; Psychology major or minor; and 9 hours of Psychology; or permission of instructor Same Course As:

Psychology

PS480 - 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 fieldwork experience. A minimum of 125 hours is required to earn 3 credits, or a minimum of 250 hours is required for 6 credits.

Credits: 3 or 6 Prerequisites: Prerequisite: Junior or Senior status, a declared psychology major, a psychology GPA of 3.25, the permission of the psychology department, and a minimum of 18 credit hours in Psychology and PS218 Same Course As:

Nursing

NU201 - Nutrition for Health Professional

Foundational nutrition concepts will be explored and applied to human disease processes and treatment. Nutrition counseling is part of a nurse's role in effectively educating patients across the lifespan.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU250 - Microbiology

This course will focus on significant microorganisms related 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, control of medically significant microorganisms, and our host defenses. The laboratory will focus on isolation, culture, identification, and control of medically-important microorganisms.

Credits: 4 Prerequisites: Prerequisite: Same Course As: BI250, HS250

Nursing

NU300 - Professional nursing roles

This course examines the evolution and future of professional nursing roles, nursing theories, nursing science and nursing processes. The course also examines health care systems, factors influencing nursing practice, interprofessional communication and collaboration and current trends.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU301 - Healthcare genetics & genomics

This course emphasizes the mechanisms and manifestations of disease and disorders, recognition of symptomatology, and recommended nursing and pharmacological interventions through a conceptual approach.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU302 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU305 - Health assessment & 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU307 - Professional Nursing Roles & Trends

This course examines the evolution and future of professional nursing roles, introduction to nursing theories, nursing science, and nursing processes. The course also examines factors influencing nursing practice, interprofessional communication and collaboration, as well as current trends. This course is designed for the pre-licensure nursing student.

Credits: 3 Prerequisites: Prerequisite: Progression into Pre-professional cohort Same Course As:

Nursing

NU308 - Critical & Conceptual Thinking

This course will outline how nursing students learn to think critically. It also introduces nursing concepts that will guide nursing diagnoses, planning, interventions, and evaluation throughout practice

Credits: 2 Prerequisites: Prerequisite: Progression into Pre-professional clinical cohort Same Course As:

Nursing

NU310 - Information management in nursing practice

This course examines the concepts of information management, in all its forms, and the use of technology in safe and effective nursing practice.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU311 - Information Management & Healthcare Technologies

This course will explore information and communication technologies and informatics processes utilized in the provision of nursing care and decision making.

Credits: 3 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort Same Course As:

Nursing

NU312 - Pathophysiology

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 course is designed for the pre-licensure nursing student.

Credits: 3 Prerequisites: Prerequisite: Progression into the Pre-Professional clinical cohort. Same Course As:

Nursing

NU313 - Pharmacology Foundations

This course introduces students to foundational pharmacology concepts including pharmacodynamics, pharmacokinetics, classification of drugs, and basic medication calculations. This is a core nursing course.

Credits: 1 Prerequisites: Prerequisite: Progression into pre-professional cohort: successful completion of NU 315 and NU 321 with a grade of "C" or higher. Same Course As:

Nursing

NU314 - Informatics

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Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU314 - Pharmacological Interventions

This course provides a continuation of pharmacological concepts across the lifespan to treat medical conditions, including medical calculations for specific populations & delivery methods

Credits: 1 Prerequisites: Prerequisite: Progression into pre-professional cohort; successful completion of NU 313 with a grade of "C" or higher. Same Course As:

Nursing

NU315 - Physical Assessment & Health Promotion

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. A practicum is included.

Credits: 3 Prerequisites: Prerequisite: Progression into Pre-professional clinical cohort Same Course As:

Nursing

NU321 - Foundational Nursing Concepts

This course examines foundational nursing concepts and skills necessary for beginning nursing practice. This course includes a 1 credit hour clinical component. Clinical will consist of 1 day/week lab or clinical facility experience. Successful completion of the didactic portion with a C or better and successful completion of clinical.

Credits: 4 Prerequisites: Prerequisite: Progression into Pre-professional clinical cohort Same Course As:

Nursing

NU331 - Concepts of Health and Illness with Individuals

This course will delve into nursing concepts, skills, and attitudes necessary for providing effective patient centered care to individuals. This course includes a clinical component.

Credits: 5 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort; successful completion of NU 315, NU 321, NU 308, NU 307, MU 312, NU 313 with a grade of "C" or higher. Same Course As:

Nursing

NU332 - Concepts of Health and Illness with Families

This course will explore concepts and skills pertinent to caring for childbearing families and their children; and will explore application of nursing knowledge, skills, and attitudes to provide patient-centered and effective nursing care. There is a clinical component to this course.

Credits: 4 Prerequisites: Prerequisite: Pre-professional clinical cohort; successful completion of NU 315, NU 321, NU 312, NU 313, NU 307 and NU 308 with a grade of "C" or higher. Same Course As:

Nursing

NU400 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU401 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU402 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU410 - Population health nursing for RNs

This course focus is the population, considering diverse individuals, families, and aggregates. The emphasis is assessment, health promotion, and population-based care and management. A practicum allows students to build on the knowledge and apply community health concepts. Learning experiences are individualized and guided by the preceptor and course faculty.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU415 - Complex Pharmacological Interventions

This third pharmacology course continues exploring pharmacological interventions for more complex pathology and disease. This is a core nursing course.

Credits: 1 Prerequisites: Prerequisite: Progression into Pre-professional clinical cohort; successful completion of NU 314 with a grade of "C" or higher. Same Course As:

Nursing

NU420 - Quality & 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 preceptor and course faculty.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU423 - Complex Adult Concepts

This course will present concepts applicable to adults with complex care needs and will explore application of nursing knowledge, skills, and attitudes to provide patient centered and effective nursing care. There is a clinical component to this course.

Credits: 5 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort; successful completion of NU 331 and NU 332 with a grade of "C" or higher. Same Course As:

Nursing

NU424 - Mental Health Concepts

This course will explore mental health concepts across the lifespan and apply nursing knowledge, skills, and attitudes to provide effective, patient centered mental health. There is a clinical component to this course. Students will participate in multiple experiences in a variety of settings.

Credits: 4 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort; successful completion of NU 331 and NU 332 with a grade of "C" or higher. Same Course As:

Nursing

NU425 - Concepts of Health and Illness with Communities

Population concepts, considering social determinants of health, diverse individuals, families, and aggregates, are the focus of this course with emphasis on assessment, health promotion, and population-based care and management.

A service project allows students to build on knowledge and apply community health concepts. Learning experiences are individualized and guided by the preceptor and course faculty.

Credits: 3 Prerequisites: Prerequisite: Pre-professional clinical cohort; successful completion of NU 331 and NU 332 with a grade of "C" or higher. Same Course As:

Nursing

NU431 - Quality and Safety Concepts in Health Systems

This course explores the concepts of quality and patient safety in today's healthcare environments as well as the role of nurses as advocates for quality and safety practices in health systems.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU432 - Complex Adult Concepts

This course will present concepts applicable to adults with complex care needs and will explore application of nursing knowledge, skills, and attitudes to provide patient centered and effective nursing care. There is a clinical component to this course.

Credits: 4 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort; successful completion of NU 331 and NU 332 with a grade of "C" or higher. Same Course As:

Nursing

NU434 - Nursing Capstone

This is a culminating course where nursing students apply nursing knowledge, skills, and attitudes learned throughout the program to patients under the supervision of a qualified preceptor. Students will gain an in depth understanding of the practice environment through an intensive clinical experience. This also includes a 2-day NCLEX review and ATI training modules

Credits: 6 Prerequisites: Prerequisite: Progression into pre-professional clinical cohort; successful completion of NU 431 and NU 432 with a grade of "C" or higher. Same Course As:

Nursing

NU500 - Advanced Professional Role Development & Theory

The purpose of this course is to introduce the advanced professional role to nurses as well as integrate an understanding of nursing science & theory to the role development of advanced practice nurses. Complementary content includes communication, teamwork, interprofessional relationships, and leadership theories as these are also integral to the role development of professionals within healthcare systems.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU501 - Scholarship and Research Methods

The purpose of this course is designed to further develop the student's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence to resolve practice issues and improve practice and outcomes. The course will cover topics related to the evidence-based practice process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration, and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to evidence-based practice.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU501 - Scholarship and Research Methods

The purpose of this course is to provide the healthcare provider with a survey of relevant concepts, tools, and systems of healthcare informatics and technology. An understanding of informatics concepts and the skills related to the use of technology have been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to cost savings, error detection, quality improvement, and improved patient outcomes.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU501 - Scholarship and Research Methods

This course has nurses apply culturally appropriate, client-focused or broad, varying levels of prevention, care, management, and evaluation to individuals, families, aggregates, or communities to improve health.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU504 - Leading Quality & Safety

The course prepares advanced nurses with the leadership knowledge and skills necessary for promoting quality, providing safe patient care, effective decision-making, working in teams, utilizing a systems approach, and applying quality principles tools, methods, and performance measures within health systems and communities.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU520 - Healthcare Policy

This course provides an understanding of the formulation, adoption and implementation of public policy, and its effects on health care delivery. Students will examine federal, state, and local political processes and focus on the role of healthcare administrators, as well as other key stakeholders, in implementing health policies into operational and organizational strategies.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU600 - Nursing Administrative Foundations

Knowledge of the healthcare environment, systems thinking, foundational leadership skills, communication skills, business skills, and professionalism combined with clinical experience and evidence are the bedrock of effective administrators. This course delves into these competencies specifically related to the administrator role.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Nursing

NU601 - Leading & Managing in Complex Healthcare Organizations

This course provides further exploration into the knowledge, skills, and attitudes necessary for leading and managing in complex healthcare organization, combined with healthcare economics, policy, and managerial knowledge, to effectively identify and plan a change project. This course includes a practicum.

Credits: 3 Prerequisites: NU600 Prerequisite: Same Course As:

Nursing

NU602 - Nursing Leadership Practicum

This is a practicum course. Students work in a precepted partnership with a nurse executive to continue the identified change project planned in NU601 through planning, implementation, and evaluation.

Credits: 3 Prerequisites: NU601 Prerequisite: Same Course As:

Nursing

NU620 - Healthcare Ethics & Legal Issues

In this course, students will explore how ethics and legal issues impact corporate decision-making in the health care industry. Students will identify, analyze and apply ethical and legal principles to resolve health care-related case studies. Topics covered in this course include ethical principles in health care, health care regulatory and licensing laws, patient and staff protection laws, informed consent, end of life care and fraud/abuse.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO101 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO242 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO243 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO341 - 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.)

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO342 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Political Science

PO343 - 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.

Credits: 3 Prerequisites: PO242 Prerequisite: Same Course As:

Political Science

PO440 - Constitutional Law

In this course, students learn the history and philosophy of the American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties.

Credits: 3 Prerequisites: Prerequisite: Junior or Senior standing, or permission of the instructor. Same Course As: CJ204, LG440

Music Lessons

ML104-404 and 135-450 - Music Major/Minor Applied Lesson

Applied instruction (private lessons) is offered to all music majors and minors in the areas listed below. The lesson is one hour long. Co-requisite: Participation in the appropriate ensemble and in a weekly seminar.

Instrument	Freshman-Sophomore	Junior-Senior
Drum Set	ML104, ML204	ML304, ML404
Double Bass	ML134, ML234	ML334, ML434
Flute	ML135, ML235	ML335, ML435
Oboe	ML136, ML236	ML336, ML436
Bassoon	ML137, ML237	ML337, ML437
Clarinet	ML138, ML238	ML338, ML438
Saxophone	ML139, ML239	ML339, ML439
French Horn	ML140, ML240	ML340, ML440
Trumpet	ML141, ML241	ML341, ML441
Trombone	ML142, ML242	ML342, ML442
Euphonium	ML143, ML243	ML343, ML443
Tuba	ML144, ML244	ML344, ML444
Percussion	ML145, ML245	ML345, ML445
Voice	ML146, ML246	ML346, ML446
Guitar	ML147, ML247	ML347, ML447
Piano	ML148, ML248	ML348, ML448
Improvisation	ML149, ML249	ML349, ML449
Composition		ML350, ML450

Credits: 1 Prerequisites: Prerequisite: Prior to registering for Piano applied lessons (ML148, 248, 348, 448), students must complete piano proficiency. Same Course As:

Music Lessons

ML116-130 - Non-Music Major/Minor Applied Lesson

Applied instruction (private lessons) is offered to all non-music majors and minors in the areas listed below. The lesson is one-half hour long.

Instrument	Course Number
Flute	ML116
Oboe	ML117
Bassoon	ML118
Clarinet	ML119
Saxophone	ML120
French Horn	ML121
Trumpet	ML122
Trombone	ML123
Euphonium	ML124
Tuba	ML125
Percussion	ML126
Strings	ML127
Voice	ML128
Guitar	ML129
Piano	ML130

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE129 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE130 - Yoga

The instruction and practice of yoga as a lifetime activity. Emphasis will be placed on learning the fundamentals of yoga. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE131 - 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. Meets two periods a week for one-half of a semester.
Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE132 - 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 musical styles. Meets two periods a week for one-half of a semester.
Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE133 - 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. Meets two periods a week for one-half of a semester.
Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE134 - 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. Meets two periods a week for one-half of a semester.
Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE135 - 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. Meets two periods a week for one-half of a semester.
Credits: 2 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE136 - 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. Meets two periods a week for one-half of a semester.
Credits: 2 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity
PE137 - 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. Meets two periods a week for one-half of a semester.
Credits: 3 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE138 - 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. Meets two periods a week for one-half of a semester.

Credits: 2 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE139 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE140 - Zumba

Zumba is a Latin-inspired dance fitness program. Dances in Zumba include salsa, merengue, 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE143 - 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. Meets two periods a week for one-half of a semester.

Credits: 2 Prerequisites: KI136 Prerequisite: Same Course As:

Physical Education Activity

PE144 - 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. Meets two periods a week for one-half of a semester.

Credits: 2 Prerequisites: KI135 Prerequisite: Same Course As:

Physical Education Activity

PE145 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE150 - Racquetball

The instruction and practice in racquetball as a lifetime activity. Emphasis will be placed on learning the fundamentals of racquetball. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE153 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE155 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE156 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE159 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE161 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE162 - 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.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE164 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE165 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE166 - 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. Meets two periods a week for one-half of a semester.

Credits: 1 Prerequisites: Prerequisite: Open to all students except intercollegiate athletes in their respective sports. Same Course As:

Physical Education Activity

PE167 - 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. Meets two periods a week for one-half of a semester.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Physical Education Activity

PE170 - 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.

Credits: 1 Prerequisites: Prerequisite: Intercollegiate Athlete Same Course As:

International Studies

IS150 - 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.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

International Studies

IS201-222 - Global Experience

The global experience course is designed to immerse the student in a cultural experience that could be inside or outside of the United States. During the course, the student will gain valuable exposure to different cultures as well as the history, geography, culture, politics, and economics of a different culture.

IS201	Global Experience in	Art
IS202	Global Experience in	Athletic Training
IS203	Global Experience in	Biology
IS204	Global Experience in	Business
IS205	Global Experience in	Chemistry
IS206	Global Experience in	Community Service
IS207	Global Experience in	Professional Communications
IS208	Global Experience in	Computer Science
IS209	Global Experience in	Criminal Justice
IS210	Global Experience in	Education
IS211	Global Experience in	English

IS212	Global Experience in	Healthcare Administration
IS213	Global Experience in	History
IS214	Global Experience in	Human Resources
IS215	Global Experience in	Mathematics
IS216	Global Experience in	Music
IS217	Global Experience in	Physical Education
IS218	Global Experience in	Political Science
IS219	Global Experience in	Psychology
IS220	Global Experience in	Religion
IS221	Global Experience in	Social Work
IS222	Global Experience in	Theatre

Credits: 3 Prerequisites: Prerequisite: EN102 or 103, students must have completed 35 credit hours with at least 16 at Limestone. Additionally, all participants must be at least 18 and be in good academic and financial standing. Same Course As:

International Studies

IS250 - 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.

Credits: 3 Prerequisites: Prerequisite: EN101 with a grade of "C" or better. Same Course As:

International Studies

IS360 - 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.

Credits: 3 Prerequisites: MG300, MK300 Prerequisite: Same Course As: BA360, EC360

Sport Management

PE494 - 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. Students supply own transportation. No more than one internship may be taken in the same semester.

Credits: 3 Prerequisites: Prerequisite: Senior status Sport Management Major with minimum 2.5 GPA and approval from the faculty sponsor. Same Course As:

Sport Management

SM100 - Introduction to Sport Management

The purpose of this course is to provide students with an in-depth introduction to the fundamentals of sport management and to explore the history, future trends, and career opportunities for sport management personnel within various segments of the sport industry.

Credits: 3 Prerequisites: Prerequisite: Same Course As:

Sport Management

SM200 - Event and Facility Management

This course provides the student with an examination of the functions of planning, management, evaluation, maintenance, operations, and situational analyses as they relate to facility management. The course will also provide a comprehensive knowledge of event planning and sports marketing for athletic contests, tournaments, and special events.

Credits: 3 Prerequisites: Prerequisite: SM100 or permission of professor Same Course As:

Sport Management

SM201 - Sport Communication

To offer a basic understanding of the formalized working relationships between mass media and sport organizations, and to provide a framework for understanding the connection between the informational and commercial sides of sport information management. A secondary objective is to develop critical thinking skills about the role and significance of sport in society and culture.

Credits: 3 Prerequisites: Prerequisite: SM 100, English 101 & 102, or permission of professor. Same Course As: Writing Intensive.

Sport Management

SM300 - Sport Law

This course provides students with the requisite knowledge of legal issues specific to the sport industry. The students will become familiar with the basics of tort, constitutional, and business law, including risk and disaster management - which covers terrorism, storms, and other unforeseen legal events. Additional areas of study include negligence, liability, contract law, labor law, anti-trust legislation, intellectual property, and agency.

Credits: 3 Prerequisites: SM201 Prerequisite: Same Course As: LG300

Sport Management

SM301 - Sport Governance and Policy

This course introduces the student to the power and politics of sport organizations. The student will learn the basis of managerial activities necessary for governance and policy development in national and international sport organizations, as well as the structure and functions of the various organizations that manage sports around the world.

Credits: 3 Prerequisites: SM201 Prerequisite: Same Course As:

Sport Management

SM302 - Sport Marketing

This course is designed to introduce the methods and materials available for the promotion of sport businesses, athletic and recreational organizations. Attention is focused on the importance of public attitudes, opinions, psychographics, and demographics. Special emphasis is placed on promotion, public relations, marketing, and fund-raising.

Credits: 3 Prerequisites: SM201, MK300 Prerequisite: Same Course As:

Sport Management

SM306 - Sport Finance and Economics

This course will provide students with knowledge of how to develop an organizational budget and strategies for generating income and allocating resources. Students will also understand how to use financial indicators in developing strategic plans for the advancement of sport businesses, recreation, and athletic programs, as well as the contribution of the sport industry to the US and the global economy.

Credits: 3 Prerequisites: SM100, EC203, FI312 Prerequisite: Same Course As: FI306, EC306

Sport Management

SM400 - Sport Management and Organization

Students gain an in-depth understanding of the structure and management of sport organizations. Establishing performance goals for employees and methods utilized to evaluate employee performance are a primary focus of the course. Another fundamental emphasis within the course is aimed toward measuring individual, unit & organizational effectiveness and efficiency.

Credits: 3 Prerequisites: Prerequisite: MG 300 and completion of all prerequisites and SM courses below 400 Same Course As:

Sport Management

SM402 - Sport Management Practicum

This course provides students with a part-time, 200+ hour experiential opportunity with an approved local sport-related organization. Students show evidence of knowledge, skills, abilities, and competencies by working through a departmental advisor and an on-site agency mentor. The practicum is a field experience that allows a student to observe and document how working professionals perform their job responsibilities. The practicum can be taken for a maximum of 6 credits.

Credits: 6 Prerequisites: Prerequisite: Junior or senior status, a minimum 2.1 GPA and/or approval from department chair Same Course As:

Sport Management

SM452 - Sport Management Senior Seminar

This course provides an opportunity for students to think critically and eclectically review, in seminar format, their experiences in Limestone's Sport Management course work and contemporary relevant issues. Students will review and extensively discuss and criticize current issues from existing periodical and research literature.

Credits: 3 Prerequisites: Prerequisite: Completion of all prerequisites and SM courses below 400. Can be taken concurrently with SM 400 Same Course As:

Sport Management

SM475 - Diamond Resort Sport Management Internship

The student will be placed at either a Diamond Resort property or headquarters to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at Diamond Resorts that will supervise the student's daily activities. It is expected that the student completes a minimum of 625 hours for 15 semester hours of credit although a maximum of 12 hours can count toward the sport management concentration from an internship. This is a semester-long (16 weeks) internship that may be taken over the fall, spring, or summer semesters. Successful completion of this internship will result in a job offer from Diamond Resorts.

Credits: 15 Prerequisites: Prerequisite: Junior or Senior status, requires a minimum 2.8 GPA, a recommendation from the Sport Management Chair, and approval from Diamond Resorts. Same Course As:

Sport Management

SM490 - Sport Management Internship

This course provides students with a full-time, 400+ hour experiential opportunity with an approved sport-related organization. Students show evidence of knowledge, skills, abilities, and competencies by working through a departmental advisor and an on-site agency mentor. The internship is a field experience that allows the student to be a working full-time member of a sport organization by doing and performing any assigned duties of a typical employee at the organization.

Credits: 12 Prerequisites: Prerequisite: Senior status and completion of all Limestone courses, a minimum of 2.1 GPA and/or approval from the department chair Same Course As:

Sport Management

SM580 - Foundations in Sport Management

This course is designed to introduce students with the foundation they need to prepare for a variety of sport management careers, and to provide an overview of the sport business industry including fundamental knowledge and skill sets of the sport manager, as well as to provide information on sport industry segments for potential employment and career opportunities.

Credits: 3 Prerequisites: Prerequisite: Mg 520; MK 350 Same Course As:

Sport Management

SM620 - Sport Management Analytics

This course is designed to introduce systematic analytics strategies that can result in a sustainable competitive advantage within the sport business industry. This course provides practical strategies to collect data and then convert that data into meaningful, value-added information and actionable insights. Its primary objective is to help sport business organizations utilize data-driven decision-making to generate optimal revenue from such areas as ticket sales and corporate partnerships.

Credits: 3 Prerequisites: Prerequisite: SM 580; MA 550 Same Course As:

Sport Management

SM650 - Contemporary Issues in Sport Management

Most people in industrialized countries are at least somewhat interested in sport, many are downright fanatical about it. They attend games, read the sports magazines, and talk endlessly about the subject. Although they often have knowledge of the most obscure facts about sport, they do not necessarily understand sport. How is sport linked to other institutions of society? What role does sport play in transmitting values to youth? Does sport perpetuate gender-role stereotypes? How is sport linked to aggression? Is it true, as many analysts argue, that sport is a microcosm of society? These are some of the many issues that we will examine in this course.

In general, this course is intended to enhance your abilities to think about, understand, analyze, and articulate relations between sport and society. Sport is used to help you understand more about social patterns, issues, and problems in society. The quality of your thinking and understanding will increase as you learn to think and express yourself more critically, systematically, and clearly. You will be encouraged (expected) to ask and respond to critical questions. You will be encouraged to take responsibility for your learning.

The purpose of this course is to examine current issues that are of concern to sport administrators. The student will gain a basic understanding of these issues and develop appropriate strategies for effectively dealing with these issues/problems. This course will concentrate on areas of concern in interscholastic, intercollegiate and professional sports.

Credits: 3 Prerequisites: Prerequisite: SM 580; FI 600 Same Course As:

Honors

ID120-420 - Honors Colloquium

Students will participate in the honors colloquium experience each year they are in the honors college. This colloquium is designed to create a space for students in the honors program to discuss and learn together. The experience will be organized around a common read voted on by the honors students and feature book discussions, interdisciplinary lectures, collaborative learning, and independent scholarship. (Taken every fall semester.)

Credits: 1 (Taken for a total of 4 credit hours) Prerequisites: Prerequisite: Admission to the honors college. Same Course As: Honors course.

Honors

ID160 - Academic Honors Seminar

This first-year seminar will teach students how to use alternative thinking skills to affect change in their community. While doing community service with a local non-profit organization, students will identify a viable solution to a problem affecting their organization. Throughout the course, students will also engage in a variety of learning experience modules designed to foster success in College Life in areas such as time management, research, academic integrity, decision-making, professionalism, etc. All incoming honors college students must enroll in the course during their first semester on campus.

Credits: 3 Prerequisites: Prerequisite: Admission to the honors college. Same Course As: Honors course.

Honors

ID295 - Special Topics in Honors

These courses will be individually titled and offered on an ad-hoc basis to Honors students. The courses' purpose is to explore a limited or special area which does not easily lend itself to a normal course format. The objective is 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 the Honors Committee. Honors students may repeat this course with different topics up to three times for credit.

Credits: 3 Prerequisites: Prerequisite: Admission into the honors college. Same Course As: Honors course.

Honors

ID425 - Honors Program Capstone

This course provides opportunities for collaboration, accelerates learning, and sparks innovation. It provides the opportunity and environment for honors program students to critically think, engage with the public, strengthen and exhibit leadership skills, demonstrate effective research skills, and write effectively in a way that will achieve common goals, make a difference in the community and move the world! Formal writing, oral presentations, collaborative exchanges, international engagement, and intellectual dialogue are all a part of the learning activities that are experiential in nature and extend the educational processes beyond the classroom. Research practices will be incorporated throughout the semester through group and individual projects, presentations, article searches, literature reviews, and community service. Opportunities to complement and enhance what you learn in the classroom both locally and globally will be embedded in this course.

Credits: 3 Prerequisites: Prerequisite: Admission to the honors college and ID2XX. Same Course As: Honors course.