



# Limestone College

2015-2016 ACADEMIC CATALOG

# LIMESTONE COLLEGE



2015-2016 Limestone College  
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## **LIMESTONE COLLEGE ACADEMIC CATALOG**

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

### **AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY STATEMENT**

Limestone College is dedicated to equal opportunity through affirmative action within the college community. Limestone's Affirmative Action/Equal Employment Opportunity Policy is designed to provide equal consideration of all applicants for faculty and staff positions, for all faculty members in the tenure and promotion process, for administrators, and staff seeking promotions and advancement, as well as for students seeking admission, financial aid, and equality in academic and athletic programs. A copy of Limestone's Affirmative Action/Equal Employment Opportunity Policy is available in the Limestone College Faculty and Staff Handbook, is on reserve in the A. J. Eastwood Library, and is posted at [www.limestone.edu/know-your-rights](http://www.limestone.edu/know-your-rights).

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# ACADEMIC CALENDARS

## ACADEMIC CALENDARS

### Fall Semester, 2015

#### Extended Campus

July 1/Wednesday – Aug 21/Friday	Term 4
August 24/Mon – October 16/Friday	Term 5
October 19/Monday – December 11/Friday	Term 6
December 11 – Friday/4:00 p.m.	Commencement
December 12– Saturday/4:00 p.m.	Commencement

#### Day Program

August 19	Wednesday/1:00-3:00	New Faculty/Staff Orientation
August 20	Thursday/8:30-5:00	Full Faculty/Staff Workshop
August 21	Friday/1:00-5:00	New Students Arrive & Begin Orientation
August 22-23	Saturday/Sunday	New Student Orientation & Skills Testing
August 24	Monday/8:00-5:00	New Student Advisement & Activities
August 24	Monday/8:00 a.m.	Residence Halls Open for Returning Students
August 25	Tuesday/8:00-5:00	Registration & Returning Student Advisement
August 26	Wednesday/8:00 a.m.	Classes Begin
September 2	Wednesday	Last Day-Late Enrollment/Course Changes
September 2	Wednesday/10:15 a.m.	Presidential Convocation
September 7	Monday	Labor Day Holiday (No Classes)
September 8	Tuesday/8:00 a.m.	Classes Resume
October 14	Wednesday	Midterm Grades Due
October 15/16	Thursday/Friday	Fall Break (No Classes)
October 19	Monday/8:00 a.m.	Classes Resume
November 25-27	Wednesday-Friday	Thanksgiving Break (No Classes)
November 30	Monday/8:00 a.m.	Classes Resume
December 1	Tuesday	Last Day of Classes
December 2	Wednesday	Reading Day
December 3-9	Thursday-Wednesday	Examinations
December 10	Thursday/4:00 p.m.	Fall Commencement
December 11	Friday/5:00 p.m.	Residence Halls Close

# ACADEMIC CALENDARS

## ACADEMIC CALENDARS

### Spring Semester, 2016

#### Extended Campus

January 11/Monday – March 4/Friday	Term 1
March 7/Monday – April 29/Friday	Term 2
May 2/Monday – June 24/Friday	Term 3
May 6 – Friday/4:00 p.m.	Commencement
May 7 – Saturday/4:00 p.m.	Commencement

#### Day Program

January 10	Sunday/1:00-5:00	New Student Orientation & Skills Testing
January 11	Monday/8:00 a.m.	Residence Halls Open for Returning Students
January 11	Monday/8:30-5:00	Orientation and Advisement
January 12	Tuesday/8:00-5:00	Registration
January 13	Wednesday/8:00 a.m.	Classes Begin
January 20	Wednesday	Last Day-Late Enrollment/Course Changes
March 4	Friday	Midterm Grades Due
March 7-11	Monday-Friday	Spring Break
March 14	Monday/8:00 a.m.	Classes Resume
March 25-28	Friday/Monday	Easter Holiday
March 29	Tuesday/8:00 a.m.	Classes Resume
April 26	Tuesday	Last Day of Classes
April 27	Wednesday	Reading Day
April 28-May 4	Thursday-Wednesday	Examinations
May 5	Thursday/4:00 p.m.	Commencement

# ACADEMIC CALENDARS

## Fall Semester, 2016

### Extended Campus

July 5/Tuesday– August 26/Friday	Term 4
August 29/Monday – October 21/Friday	Term 5
October 24/Monday – December 16/Friday	Term 6
December 16 – Friday/4:00 p.m.	Commencement
December 17– Saturday/4:00 p.m.	Commencement

### Day Program

August 17	Wednesday/1:00-3:00	New Faculty/Staff Orientation
August 18	Thursday/8:30-5:00	Full Faculty/Staff Workshop
August 19	Friday/1:00-5:00	New Students Arrive & Begin Orientation
August 20	Saturday-Aug. 21/Sun.	New Student Orientation & Skills Testing
August 22	Monday/8:00-5:00	New Student Advisement & Activities
August 22	Monday/8:00 a.m.	Residence Halls Open for Returning Students
August 23	Tuesday/8:00-5:00	Registration & Returning Student Advisement
August 24	Wednesday/8:00 a.m.	Classes Begin
August 31	Wednesday	Last Day-Late Enrollment/Course Changes
August 31	Wednesday/10:15 a.m.	Presidential Convocation
September 5	Monday	Labor Day Holiday (No Classes)
September 6	Tuesday/8:00 a.m.	Classes Resume
October 12	Wednesday	Midterm Grades Due
October 13-14	Thursday/Friday	Fall Break (No Classes)
October 17	Monday/8:00 a.m.	Classes Resume
November 23-25	Wednesday-Friday	Thanksgiving Break (No Classes)
November 28	Monday/8:00 a.m.	Classes Resume
December 6	Tuesday	Last Day of Classes
December 7	Wednesday	Reading Day
December 8-14	Thursday-Wednesday	Examinations
December 15	Thursday/4:00 p.m.	Commencement
December 16	Friday/5:00 p.m.	Residence Halls Close

# ACADEMIC CALENDARS

## Spring Semester, 2017

### Extended Campus

January 9/Monday – March 3/Friday	Term 1
March 6/Monday – April 28/Friday	Term 2
May 1/Monday – June 23/Friday	Term 3
May 5 – Friday/4:00 p.m.	Commencement
May 6– Saturday/4:00 p.m.	Commencement

### Day Program

January 8	Sunday/1:00-5:00	New Student Orientation & Skills Testing
January 9	Monday/8:00 a.m.	Residence Halls Open for Returning Students
January 9	Monday/8:30-5:00	Orientation and Advisement
January 10	Tuesday/8:00-5:00	Registration
January 11	Wednesday/8:00 a.m.	Classes Begin
January 18	Wednesday	Last Day-Late Enrollment/Course Changes
March 3	Friday	Midterm Grades Due
March 6-10	Monday-Friday	Spring Break
March 13	Monday/8:00 a.m.	Classes Resume
April 14, 17	Friday/Monday	Easter Holiday
April 18	Tuesday/8:00 a.m.	Classes Resume
April 25	Tuesday	Last Day of Classes
April 26	Wednesday	Reading Day
April 27-May 3	Thursday-Wed.	Examinations
May 4	Thursday/4:00 p.m.	Commencement



## INTRODUCTION

# INTRODUCTION

Limestone College is an accredited, independent, coeducational four-year liberal arts institution chartered by the State of South Carolina. Limestone College is a Christian non-denominational college. Its programs lead to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, Associate of Arts, Associate of Science and Master of Business Administration degree. For more information on the MBA Program, please see the Graduate Program Academic Catalog.

### **LIMESTONE COLLEGE MISSION**

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

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

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

### **HISTORY**

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

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

Today, Limestone College enrolls approximately 1200 day students and 2100 Extended Campus students at 8 sites in South Carolina and on the Internet. Limestone's total enrollment is approximately 3,300.

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

## INTRODUCTION

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

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

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

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

### LOCATION

Limestone College's campus is located in Gaffney, South Carolina, in the Piedmont section of the state, a populous area with diversified industrial, commercial, and agricultural interests. Gaffney and its adjacent communities have a population of approximately 25,000. The Limestone campus is located in a historic residential section of Gaffney. Nine campus buildings are included on the National Register of Historic Places. Nestled among gently rolling hills, Gaffney enjoys a mild climate that permits a variety of outdoor activities throughout the year.

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

### ESSENTIAL BELIEFS AND VALUES

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

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

## INTRODUCTION

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

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

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

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

## STUDENTS

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

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

The Extended Campus attracts hard working, goal-oriented men and women who aspire to attain their degrees to increase opportunities for personal growth and career advancement. The College offers this program on campus and at off-campus sites throughout South Carolina. The Extended Campus has been offering courses through the Internet since 1996 as an avenue of learning to those who cannot attend traditional or nontraditional programs in their local areas.

## STATEMENT OF PURPOSE

The major functions of the College are to:

- Offer undergraduate and graduate instruction in accordance with approved liberal arts curricula.
- Encourage students to participate in a wide variety of student activities including student government, publications, clubs, and professional organizations, intramurals, and social fraternities and sororities. It is the College's intent not only to provide a sound academic foundation, but also to provide the cultural, social, and ethical background for success in daily life.
- Encourage curricula-related work experiences for enrolled students.
- Provide career development assistance for students and alumni.

## INTRODUCTION

- Provide students and the community with athletic, recreational, and cultural enrichment programs and lifelong learning experiences.
- Provide a program of services and recognition for alumni that fosters a spirit of fellowship and encourages continued involvement in the life of the College.
- Recruit and retain a faculty, staff, and student body committed to supporting the academic mission and social culture of the College.
- Provide the faculty, staff, and student body with a safe and supportive environment.
- Offer training and educational programs to help employees remain current in their intellectual and skill areas.
- Acquire and maintain facilities, equipment, and financial resources necessary to support the educational mission of the College.
- Acquire and effectively manage institutional resources to maintain and improve course offerings, facilities, equipment, and support services.
- Serve as a community resource for information and expertise in the academic disciplines presented in the curriculum.
- Encourage faculty, staff, and student involvement in community projects which enhance the quality of life for area residents.

### GENERAL EDUCATION

#### Commitment

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

#### General Statement

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

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

# INTRODUCTION

## The Liberal Arts

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

## Educational Goals

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

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

- Critical Thinking: development of sound analytical and synthetic reasoning skills and the ability to employ reasoning skills in productive problem solving;
- Communication: ability to write, speak, read, and listen effectively;
- Mathematical Skills: ability to use and understand statistical and other quantitative techniques to interpret data;
- Historical Perspective: awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- Social Institutions: knowledge of the major institutions of society such as work, family, voluntary associations, and government;
- Science: understanding the nature of scientific inquiry as well as the role of science in the historic and modern world;
- Technology: ability to employ computer and other technologies in writing and in manipulation of data, and understanding the nature and limits of technology;
- Cultures: awareness and appreciation of diverse cultures, languages, philosophies, religions and methods of understanding them;
- Aesthetic Sensitivity: appreciation and understanding of literature and the fine arts;

## INTRODUCTION

- **Global Interdependence:** awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social, and cultural systems; and
- **Values:** awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society.

### Student Learning Outcomes

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

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

### THE A. J. EASTWOOD LIBRARY

The staff, collections, and equipment of the Eastwood Library are an integral part of Limestone's instructional program, with a goal of educating students to be independent, lifelong learners. All freshmen receive instruction in use of the library, and specialized instruction (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, 8 computer stations, and laptops (and iPads) that can be checked out for in-house use only. The entire library collection of over 392,382 items includes books in print format, electronic books, electronic videos, CDs, DVDs, etc. The library also provides access to over 160 online research databases. In addition, a curriculum materials laboratory is part of the library, supporting the teacher education program. Main access to the library information and online resources is through the library's website (<http://>

## INTRODUCTION

www.limestone.edu/library). The site includes links to the online catalog, electronic book collections, research guides, library policies, tutorials, forms for library loans, and various ways to contact the library staff for help.

### ACCREDITATION AND MEMBERSHIPS

Limestone is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Limestone College. Normal inquiries about the institution, such as admission requirements, financial aid, and educational programs should be addressed directly to Limestone College.

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

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

### LIMESTONE COLLEGE SYMBOLS

#### The Seven Branches of Learning

##### Quadrivium

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

##### Trivium

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

**ΦΩΣΔΕ**

“Toward the Light”

# ADMISSIONS INFORMATION

## ADMISSIONS POLICY

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

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

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

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

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

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

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

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



# ADMISSIONS INFORMATION

## NOTICE OF NON-DISCRIMINATION

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

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

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

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

Limestone College has also made extraordinary efforts to accommodate students with disabilities, both through the Accessibility office, which assists with accommodations at no additional charge, and through the Program for Alternative Learning Styles.

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

Director of Accessibility  
Limestone College  
1115 College Drive, Fort D  
Gaffney, SC 29340  
864-488-8245  
limestone.edu  
accessibility@limestone.edu.

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

Director of Human Resources  
Limestone College  
1115 College Drive, Curtis 204  
Gaffney, SC 29340  
864-488-4473  
bwatkins@limestone.edu

For more information about Limestone College’s policies which are in accordance with Title IX, policies prohibiting discrimination and sexual harassment, and for a description of grievance procedures, please visit <http://limestone.edu/know-your-rights>.

## ADMISSIONS PROCEDURES

### Freshman Admissions

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

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if application is completed on-line at [www.limestone.edu](http://www.limestone.edu).
2. Submit an official copy of your high school transcript or GED transcript to the Admissions Office or Extended Campus Office.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Admissions Office or Extended Campus Office unless you are 21 years of age or older or in military service.

### Transfer Admissions

Limestone College accepts the Associate of Arts and the Associate of Science degrees granted by a regionally accredited college or university as transfer credit which fulfills Limestone College's general education requirements (except for ID 201, ID 301). At the time the degree was earned by the student, the institution awarding the Associate Degree must have been accredited by a regional accrediting agency.

The exception to the above policy is an Associate of Arts or an Associate of Science Degree awarded by a regionally accredited institution which includes transfer credits from an institution not accredited by a regional accrediting agency. In this situation, individual courses will be evaluated for possible transfer, and the Limestone College general education requirements will not have been fulfilled.

Transfer students should follow the steps outlined below.

1. Submit a completed application including a \$25.00 application fee. The fee of \$25.00 will be waived if application is completed on-line at [www.limestone.edu](http://www.limestone.edu). or if application is made at time of visit to Limestone College.
2. Submit an official copy of your high school transcript or GED transcript to the Admissions Office or Extended Campus Office.
3. Submit your scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT) to the Admissions Office or Extended Campus Office unless you are 21 years of age or older, in military service or transferring 12 or more credits to Limestone College.

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

## ADMISSIONS INFORMATION

Limestone will accept toward the 123 hours required for an undergraduate degree. The maximum transfer hours accepted toward a baccalaureate degree is 92; the maximum transfer hours accepted toward an associate degree is 46. At the time of initial enrollment at Limestone College, a student may transfer up to 66 semester hours from two-year schools, unless the number of hours accepted is adjusted to comply with a current transfer agreement. Only courses with a grade of "C" or better will be accepted. After a student has been admitted to Limestone College and has earned a total of 66 semester hours, he/she may not take additional hours at two-year colleges. Limestone College also accepts selected college credits earned through College-Level Examination Program (CLEP) and Advanced Placement (AP) and Dantes. Limestone College evaluates the recommendations in the guides published by the American Council on Education and awards credit based on good educational practices and the suitability to the Limestone College Curriculum.

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

Students must complete a minimum of 31 semester hours, including 15 semester hours within the major field, for a baccalaureate degree, or a minimum of 16 semester hours, including nine semester hours within the major field, for an associate degree at Limestone and correct any deficiencies noted by the advisor and the Vice President for Academic Affairs. Credits transferred are not used in computing a student's grade-point average.

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

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

### **Provisional Admissions**

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

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 Vice President for Academic Affairs, regular admission to Limestone College will be recommended. If the student's academic performance

is unsatisfactory, provisional status may be continued or suspension from the College may result. Provisional admission may be sought by the student in correspondence with the Vice President for Enrollment Services.

### **International Admissions**

International students should follow the process outlined for freshmen admissions if they have not previously attended college, or follow the process outlined for transfer admissions if they have previously attended college. International student transcripts (foreign transcripts) must be academically translated by World Education Services ([www.wes.org](http://www.wes.org)) or an approved accredited service for transfer evaluation. In addition, students whose native language is not English are required to submit a score of 500 or above on the Test of English as a Foreign Language (TOEFL) or have proof they have attended and successfully completed an English as a Second Language (ESL) program and/or have a satisfactory score on the SAT or ACT. Oral communication skills are the responsibility of each student. International students must be enrolled as a full time student with at least 9 hours in the classroom to fulfill the requirements of the International Student Exchange and Visitor Program (SEVIS).

### **Readmission**

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

1. Submit a completed application and appropriate application fee to the Office of Admissions or the Extended Campus Office, Limestone College, 1115 College Drive, Gaffney, South Carolina 29340.
2. Submit official transcripts of all college work since the student's last attendance at Limestone College to the Admissions office or to the Extended Campus Office. Remember that until this official transcript is received and you are officially accepted as a degree-seeking student, you will not be able to receive financial aid. An application is valid for 18 months if the process is not completed. After 18 months, the student must reapply and resubmit all transcripts and/or test scores. A student that has not started classes 18 months after the acceptance date must also reapply.

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

### **Students who have Disabilities**

Students who have disabilities are encouraged to apply to Limestone College through the regular admissions process. If desired, students with disabilities may seek accommodations through the Accessibility Office and/or the more comprehensive Program for Alternative Learning Styles (PALS-described in detail in the Special Programs section of this catalog). SAT/ACT scores may be waived for students who are approved by the PALS Admissions Committee and who agree to participate in PALS. Accommodations through Accessibility are provided at no additional charge. Comprehensive services through PALS require an additional fee. For additional information, please contact Accessibility at (864) 488-8377 or [accessibility@limestone.edu](mailto:accessibility@limestone.edu).

# ADMISSIONS INFORMATION

## Early Admissions

In cases of unusual merit and exceptional maturity, and upon recommendation of a secondary school official, a student may be considered for admission into a degree program. Students should follow the process outlined for freshman admissions. In addition, a personal interview at the College is required of all applicants for admission in this category.

## Joint Admissions

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

## Non-Degree-Seeking Students

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



## Dual Enrollment

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

## Transient Students

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

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

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



## FINANCIAL INFORMATION

# FINANCIAL INFORMATION

### GENERAL FEES FOR 2015-2016

	DUE FOR FALL REGISTRATION (AUG.-DEC.)	DUE FOR SPRING REGISTRATION (JAN.-APRIL)
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**Tuition**

(Maximum 18 s.h.)

\$11,950.00

\$11,950.00

**Room**

\$2075.00

\$2075.00

**Board**

\$2025.00

\$2025.00

- On Campus College Housing will cost \$2075.00 for the following: Ebert, Eunice, Fort, Greer, New Residence Hall
- Off - Campus College Housing will cost \$2325.00 for the following: Agape House, Bridges, Fort House, Griffith, Hetty Hill, Landon House, Smith House, The Cedars, Walton Ridge
- Chandler Oaks will cost \$2200.00

**Day Program**

Students who enroll in fewer than 12 semester hours are classified as part-time students. Part-time students pay \$996.00 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 Associate Vice President for Academic Affairs. The overload fee is \$250.00 per credit hour for each hour over 18 hours.

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

Extended Campus students who are approved for enrollment in daytime courses will pay \$996.00 per credit hour, as any other part-time student.

**Extended Campus Classroom Program**

Beginning July 1, 2015 (Session 4)

The tuition and fee costs for the 2015-2016 academic year for the Extended Campus Classroom are:

One (1) credit hour course .....	\$408.00
Three (3) credit hour course.....	\$1224.00
Four (4) credit hour course .....	\$1632.00

**Military Rates:**

One (1) credit hour course .....	\$216.00
Three (3) credit hour course.....	\$648.00
Four (4) credit hour course .....	\$864.00

FINANCIAL INFORMATION

# FINANCIAL INFORMATION

## Extended Campus Internet Programs

### Extended Campus Courses

One (1) credit hour course .....	\$408.00
Three (3) credit hours .....	\$1224.00
Four (4) credit hour.....	\$1632.00

### Military Rates:

One (1) credit hour course .....	\$216.00
Three (3) credit hour course .....	\$648.00
Four (4) credit hour course .....	\$864.00

Directed Study Courses (3) credit hours.....	\$1224.00
Coordinated Study Courses (3) credit hours.....	\$1224.00

## SPECIAL FEES AND CHARGES

### Applied Music

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

### Laboratory Fees

Art 101, 102, 103, 200, 201, 203, 208, 210, 211, 213, 303, 305, 403, 440 .....	\$100.00
Athletic Training 180.....	\$60.00
Athletic Training 188.....	\$60.00
Athletic Training 201.....	\$60.00
Athletic Training 388.....	\$25.00
Athletic Training 452.....	\$60.00
Biology (all courses up to Biology 282.....	\$50.00
Biology (all courses above the level of Biology 282 .....	\$75.00
Business Administration 452.....	\$25.00
Chemistry 105, 110, 111, 120 .....	\$50.00 per semester
Chemistry 303, 304, 401, 402, 403 and 404.....	\$75.00 per semester
Computer Lab (classes held in computer lab .....	\$35.00
Education 200 .....	\$25.00/course
Interdisciplinary 355.....	\$25.00
Music 320 .....	\$25.00/course
Physical Education (All Physical Education Activity Courses, except for PE 159, and PE 170, will have a lab fee of \$10)	
Physical Education 159 .....	\$50.00
Physical Education 202 .....	\$45.00
Physical Education 210 .....	\$10.00



## FINANCIAL INFORMATION

Physical Education 217 .....	\$10.00
Physical Education 218 .....	\$10.00
Physical Education 219 .....	\$10.00
Physical Education 302 .....	\$10.00
Physical Education 307/Biology 311 .....	\$25.00
Physics 201, 202, 301, and 302.....	\$40.00
Science 101, 130 .....	\$25.00
Social Work (field experience) .....	\$25.00

### Other Fees/Deposits

Application for Admission (Good for 18 months).....	\$25.00
Automobile Registration Permit .....	\$20.00
Coordinated Study Fee (Day Students).....	\$120.00/course
Diploma/Graduation Fee (includes diploma, diploma cover, cap and gown, and application fee) <b>nonrefundable</b> .....	\$125.00
Extended Campus Processing Fee (Day Students).....	\$120.00/course
Internship Fee .....	Variable
Late Course Change .....	\$10.00
Late Enrollment, Student Teaching .....	\$25.00
Late Graduation Application/Degree Audit Fee ( <b>nonrefundable</b> ).....	\$100.00
Lost or Damaged College ID Card Replacement Fee.....	\$10.00 (first one free)
PALS Program.....	Variable
Private Room Fee.....	\$500.00/semester
Faculty/Staff Tuition Remission Fee.....	\$25.00/semester
Teacher Cadets .....	\$30.00
Transcript Fee.....	\$13.00

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

### ADVANCE PAYMENTS (DEPOSITS)

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

## FINANCIAL INFORMATION

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

### GENERAL REFUND POLICY

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

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

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

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

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

In the Extended Campus Program refunds are as follows:

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

**Note: for a military student who is taking Internet courses and using Tuition Assistance there will be a 100% refund, if the course is dropped up to 7 calendar days after the course begins.** Refunds for students receiving Federal, State, or Institutional Financial Aid will be made in accordance with the regulations governing the respective programs. Policy statements regarding the refund of financial aid money are available in the Business Office or Student Financial Aid Office. An unofficial withdrawal may result in a student's forfeiting all financial aid and thus becoming responsible for the entire balance. Schedules are sent to all students at the beginning of each semester.

## FINANCIAL INFORMATION

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

### STUDENT CREDIT BALANCE CASH DISBURSEMENT PROCEDURES

**Extended Campus:** From time to time, students will have paid all of their tuition and fees for a particular semester or Extended Campus course of instruction and have a credit balance on their student accounts. This credit balance may be the result of a variety of things: loans, grants, paid scholarships, etc. Two times per semester, Extended Campus students who have a credit balance on their accounts will be issued a refund.

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

Note: Schedules concerning refund dates are sent to all students at the beginning of each semester. Students are asked to check their limestone.edu email addresses and LC Portal. Students are now issued a HigherOne refund card which must be activated once received. New students are issued a HigherOne card after the first class charge is posted to their account.

### STUDENT DELINQUENT ACCOUNTS

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

### RETURNED CHECKS

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

### CHECK CASHING SERVICE

During regular business hours and when funds are available, the Business Office Staff is authorized to cash checks up to \$50.00 with proper identification. Students are strongly encouraged to open a personal checking account with any one of the several local banks in Gaffney.

### PERSONAL EXPENSES

An exact estimate cannot be made regarding the cost of books, supplies, laundry, travel and personal expenses. It is estimated that such expenses average about \$3,000 per year. The cost of medical or counseling services other than those provided by the College nurse must be paid by the student.

# FINANCIAL AID AND SCHOLARSHIPS

## GENERAL INFORMATION

Financial aid regulations are mandated by regulatory bodies and are subject to change. Students must abide by current regulations rather than by those in effect at the time of first matriculation or found in previous statements concerning financial aid policies. In regard to financial aid regulations, the statements and information from the financial aid officer and that office supersede all other sources and all other sections of the College catalog. The scholarship and financial aid program is designed to recognize students of superior ability and to enable qualified students to attend Limestone College.

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

## LIMITATIONS

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

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

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

## APPLICATION FOR FINANCIAL AID

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

## FINANCIAL AID AND SCHOLARSHIPS

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

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

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

### DEADLINES

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

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

### AID AWARDS

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

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

# FINANCIAL AID AND SCHOLARSHIPS

## RENEWAL AND SATISFACTORY PROGRESS

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

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

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

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

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

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

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

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

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

A student who is suspended from the College and who loses Federal Aid will, however, be afforded the opportunity to appeal if there are mitigating circumstances. To appeal a suspension and loss of Federal Aid, the student must write to The Appeals Commit-

## FINANCIAL AID AND SCHOLARSHIPS

tee. The letter should be a very well written, typed, business letter. If the student is not familiar with writing a business letter, he/she is advised to seek assistance. In the body of the letter, the student should explain why his/her Grade Point Average has fallen below the minimums, what he/she will do to ensure that the Grade Point Average will improve to meet the minimum standards, and request to be reinstated to the academic program and to receive Federal Title IV aid. A student must also complete an "Appeal of Financial Aid Consequence of Unsatisfactory Progress" and return it to the Director of Financial Aid.

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

1. Denial - The student's suspension is upheld. When this decision is rendered, the student may reapply to The Appeals Committee after sitting out for one semester. After one semester, should the Committee's decision be to readmit the student, the student may or may not receive Title IV aid.
2. Readmit without Title IV aid.
3. Readmit with Title IV aid. To be readmitted with Title IV aid, the reason the student failed to meet minimum academic standards must involve an extenuating circumstance such as (but not limited to) one or more of the following: death of an immediate family member, personal or immediate family member's illness, divorce or legal separation, or change in work schedule. If the student is permitted to return to the College with or without Title IV aid, the student remains on probation and has only one semester to meet minimum academic standards.

### TYPES OF FINANCIAL ASSISTANCE

#### **Federal Financial Aid**

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

#### **Grants (Federal)**

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

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

## FINANCIAL AID AND SCHOLARSHIPS

### Grants (South Carolina)

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

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

**Legislative Incentives for Future Excellence (LIFE) Scholarship** is funded by the state and awarded to academically eligible South Carolina residents who graduated from a South Carolina High School. **Students must meet 2 of the 3 following criteria:** **1)** Cumulative GPA of 3.0 based on the SC Uniform Grading Scale; **2)** at least 1100 on the Scholastic Assessment Test (SAT) or 24 on the American College Test (ACT); **3)** Top 30% of their high school graduating class. Test scores will be accepted through the June national test administration of the SAT and ACT during the year of high school graduation. Eligibility requirements for sophomores, juniors, and seniors include a cumulative GPA of 3.0 and having earned 30 semester credit hours during each previous year of college enrollment. Remedial / Developmental courses do not count toward LIFE eligibility.

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



## FINANCIAL AID AND SCHOLARSHIPS

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

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

**Palmetto Fellows Scholarship** is awarded to South Carolina residents who graduated from a South Carolina high school and who score 1200 on SAT or 27 on ACT, a 3.5 GPA on the SC uniform grading scale and be in the top 6% of their high school graduating class. Palmetto Fellows Enhancement is funded by the state and awarded to academically eligible South Carolina residents that have enrolled in an approved Math or Science major. Students must be Palmetto Fellows eligible. Palmetto Fellows Enhancement is awarded in the sophomore, junior and senior year contingent on the student enrolling in 14 credit hours of math/science in the freshman year.

### Multiple Scholarships

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

### Loans

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

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

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

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

**Federal Direct Plus Loans** are loans available to parents of dependent students. Applications for all of the above loans are available online at [www.studentloans.gov](http://www.studentloans.gov). Repayment and deferment guidelines are included in the Entrance Loan Counseling.

**Entrance Loan Counseling** is required of each student who borrows Federal Direct Stafford Loans. Counseling must be completed before loans are disbursed. Students may access the counseling session at [www.studentloans.gov](http://www.studentloans.gov).

**Exit Loan Counseling** is required by the Federal Government for all Student loan borrowers. This must be completed at the time of separation from the college or prior to graduation. Graduating students will not receive their diplomas or tran-

## FINANCIAL AID AND SCHOLARSHIPS

scripts until Exit Counseling has been completed. The Exit Counseling interview can be accessed at [www.studentloans.gov](http://www.studentloans.gov).

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

### Work-Study Programs

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

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

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

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

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

### REFUND POLICY

Students withdrawing from school within the refund period will have institutional and state aid refunded according to the general refund policy of the College (See Page 25). This refund period is up to 42 days after classes begin. Federal assistance will be refunded as outlined in the Federal guidelines of each program. This refund period is up to 60% of the semester (about 10-11 weeks after classes begin). The financial aid office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of a semester.

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

Free Application for Federal Student Aid and South Carolina State Tuition Grant, as well as individual student financial aid information can be accessed on line at [www.limestone.edu](http://www.limestone.edu).

# FINANCIAL AID AND SCHOLARSHIPS

## DAY PROGRAM SCHOLARSHIPS

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

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

The McMillan Scholarship was named in honor of one of Limestone's longtime professors, Montague McMillan. This scholarship program for young women was established in 2012 for full-time students in the traditional day program who graduate from high school with GPAs of 3.0 or higher. These young women will be eligible for an annual scholarship of \$8000. McMillan Scholars will retain the scholarship as long as they remain in good academic standing at the college.

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

## Limestone Pooled Scholarships

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

- The Black Alumni Scholarship Fund
- The Jack and Sarah Gresham Blanton Endowment Fund
- The Lillian Wolfe Bobo Scholarship Fund
- The Ryan and Myra Whelchel Bolt Scholarship Fund
- The Walter W. Brown Scholarship Fund
- The Jimmy Caggiano Memorial Scholarship Fund
- The Georgiana Camp Foundation Fund
- The Louise Phifer and Wofford B. Camp Scholarship Fund
- The Cargill-Strickland Scholarship Fund
- The Richard W. and Margaret Thomson Carr Scholarship Fund
- The Carter-Campbell Scholarship Fund
- The J. J. and Mamie Ray Creech Scholarship Fund
- The Thomas and William Curtis Scholarship Fund
- The Sadie Gray DeShields Scholarship Fund
- The Ethel Chambers Dukes Scholarship Fund
- The Mabel Finch Brock Duncan Endowment Funds
- The Floride Durham Scholarship Fund

## FINANCIAL AID AND SCHOLARSHIPS

The A. J. and Winnie Wingo Eastwood Scholarship Fund  
The Sam Floyd Memorial Scholarship Fund  
The Sue Hamrick Frye Scholarship Fund  
The Fullerton Foundation Scholarship Fund  
The Gaffney Manufacturing Company Scholarship Fund  
The Michael Gaffney Memorial Scholarship Fund  
The Granberry Memorial Scholarship Fund  
The Sara Hammett Memorial Scholarship Fund of the Buford Street United Methodist Church  
The Hamrick Mills Foundation Scholarship  
The Lula Hicks Scholarship Fund  
The Laird-McCallum Scholarship Fund  
The Cameron Littlejohn Endowment Fund  
The Claude Littlejohn Scholarship Fund  
The Mrs. Edward Long Scholarship  
The JoAnne Manners Endowment Fund  
The Nannie Rigsbee Mills Scholarship Fund  
The Jessie and Lydia Paschal Memorial Endowment Fund  
The Fred N. and Lota Griffith Payne Endowment Fund  
The J. Roy Pennell, Jr. Scholarship Fund  
The Calvin H. Phippins, Jr. Citizenship and Community Service Award Scholarship Fund  
The Marie Turner Pridmore Scholarship Fund  
The Vernon L. and Sadie H. Sanders Endowment Fund  
The N. E. and M. E. Sims Scholarship  
The Mark Smith Memorial Scholarship Fund  
The Paul M. Smith Memorial Scholarship Fund  
The Robert L. and Corrine R. Smith Scholarship Fund  
The Ed Sossamon Memorial Scholarship Fund  
The Evelyn Sparks Sutton Endowment Fund  
The Eunice Ford Stackhouse Scholarship Fund  
The Stouffer's Scholarship  
The Margaret Hamrick Stroble Scholarship Fund  
The Julius C. and Laura M. Taylor Endowment Fund  
The Elizabeth Temple Scholarship Fund  
The Mary Wilks Thomas Scholarship  
The William Wilks Thomas Scholarship  
The Joy Pace Thompson Memorial Scholarship Fund  
The Roy W. and Kate Creech Wingo Endowment Fund

### **Limestone Fine Arts Scholarships**

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

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

## FINANCIAL AID AND SCHOLARSHIPS

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 traditional Day students who have demonstrated proficiency in the intercollegiate sports offered at the College. These grants are recommended by the Athletic Department and the amounts may vary, depending on the level of proficiency. In some circumstances, awards may be extended to MBA students.

### Special Scholarships

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

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

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

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

## FINANCIAL AID AND SCHOLARSHIPS

**The Lilly Palmer Biscoe Endowed Scholarship** – Funded by a charitable bequest from Lilly Palmer Biscoe, this scholarship was established in 2011. The fund shall provide assistance to a student with financial need.

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

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

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

**The Jean Scott Byars Scholarship** - Limestone alumna Jean Scott Byars, Class of 1952, and members of her family started this scholarship which was available for the first time in 2003. Sophomores, juniors, and seniors majoring in art or education are eligible to apply if they had a grade point average of 3.30 or better in high school.

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

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

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

**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.

## FINANCIAL AID AND SCHOLARSHIPS

**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 3.00 grade point average or better with a major in chemistry.

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

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

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

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

**The Sara Robbs Copeland Memorial Science Scholarship (3 Awards)** - These funds were established in June 1998, 2000, and 2002 by Charles A. Copeland in memory of his wife, Sara Robbs Copeland. Mrs. Copeland graduated with a major in chemistry in January 1946. The scholarships are available to female residents of Cherokee County, who have declared a major in natural sciences and who have an overall grade point average of 3.30 or better in high school.

**Rebecca Rogers Cordes Scholarship** - The Rebecca Rogers Cordes Family established this scholarship in 2015 in honor of Rebecca Rogers Cordes, alumna of the class of 1952. The scholarship will be awarded to a full-time traditional day student of any class rank and must have financial need as determined by the Financial Aid Office. The scholarship may be renewed if the student remains in good academic standing and financial need continues.

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

## FINANCIAL AID AND SCHOLARSHIPS

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

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

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

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

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

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

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

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

**The Eva June Foster Memorial Endowed Scholarship Fund** - Eva June Foster, an alumna of the class of 1955 and the College's first Montague McMillan Professor of English, established this fund in 1981 as a pooled scholarship fund. Gifts added to the fund over the years provided enough principal to endow the fund in 2003. The scholarship is awarded each year to a student majoring in an area of the performing arts; with



## FINANCIAL AID AND SCHOLARSHIPS

first preference being given to a music major who has demonstrated his or her musical ability and whose grade are indicative of success at Limestone. The recipient should have a minimum GPA of 3.25 at the time of the scholarship award.

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

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

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

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

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

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

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

## FINANCIAL AID AND SCHOLARSHIPS

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

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

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

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

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

**The Elizabeth Jones Jordan Endowed Scholarship** - The A. Foster Jordan Family established this fund in 2005 in memory of Mrs. Elizabeth Jones Jordan, graduate of Limestone College in 1926. It is available to an incoming female freshman from Union County, South Carolina, with a cumulative grade point average of 3.0 or higher with financial need. Recipient must also be a graduate of a high school in Union County, South Carolina.

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

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

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

## FINANCIAL AID AND SCHOLARSHIPS

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

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

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

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

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

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

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

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

**The Cecilia Meetze Moore - 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.

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

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

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

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

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

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

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

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

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

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**Ramona McBrayer Ross Endowed Scholarship** - This fund was created in 2014 by Dean Ross in memory of his wife, Ramona McBrayer Ross, alumna of the class of 1955. The scholarship will be awarded to a student who has declared a major that is offered through the Department of Music and has financial need. First preference will be given to a student from the upstate of South Carolina or the surrounding counties of North Carolina. Second preference will be given to a student from South Carolina or North Carolina, with third preference going to a student that meets all other criteria with the exception to residency based on the recommendation of the Music Department. The scholarship may be renewed if the student remains in good academic standing and all other criteria are met.

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

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

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

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

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

## FINANCIAL AID AND SCHOLARSHIPS

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

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

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

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

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

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

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

### **South Carolina National Guard College Assistance Program (CAP)**

For active duty South Carolina National Guard members, this grant covers up to \$4500 per year for tuition, fees, books and expenses incurred during enrollment in a degree seeking program at Limestone College. Recipients must be in good standing with the National Guard and maintain satisfactory academic progress at Limestone College. Recipients must be U.S. citizens or eligible non-citizens. A CAP application must be

## FINANCIAL AID AND SCHOLARSHIPS

completed by the student and certified by the National Guard before payment is made. Inquiries regarding academic scholarships should be made to the Director of Student Financial Aid. Institutional scholarship assistance may be available to Limestone students for a period not to exceed ten (10) semesters. Under extenuating circumstances, a student may petition the Vice President for Academic Affairs for an extension of scholarship assistance which in no case may exceed an additional two (2) semesters.

### EXTENDED CAMPUS PROGRAM SCHOLARSHIPS

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

1. Twenty-four \$2300 scholarships will be awarded to the Extended Campus students divided by areas based on enrollment:
  - Upstate – Gaffney, Greer
  - Columbia
  - Charleston
  - Lowcountry – Florence, Kingstree, North Augusta, Yemassee
  - Internet
2. A student may receive this scholarship only once each year.
3. To be eligible for this scholarship, a student must:
  - Submit a letter or email to the Scholarship Committee demonstrating merit and financial need. The mailing address is :  
Financial Aid Office  
Limestone College  
1115 College Drive  
Gaffney, SC 29340  
Email: [bshreve@limestone.edu](mailto:bshreve@limestone.edu).
  - Have successfully accumulated a total of 60 semester hours with at least 12 semester hours at Limestone College.
  - Have a GPA of 3.25 or above.
4. The scholarship will be given to students enrolled full-time (12 semester hours and annually for 24 hours) each semester. A credit of \$1,150 will be applied to the fall semester and the spring semester of the students' account after 12 semester hours have been completed in each semester (usually in September and February).



Limestone College

# STUDENT LIFE

## STUDENT SERVICES

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

## CONDUCT

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

## RESIDENCE LIFE

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

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

## SECURITY

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

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

## DRUG-FREE SCHOOLS ACT

The possession, manufacture, distribution, and use of drugs, alcohol, and alcohol containers are forbidden on the campus. In compliance with the Drug-Free Schools Act, efforts to maintain a drug and alcohol-free environment are provided and included in an ongoing education and awareness program as well as the assessment of strict penalties for violations of the policy.



## STUDENT LIFE

### HEALTH REQUIREMENTS AND SERVICES

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

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

### COUNSELING SERVICES

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

### PERSONAL LIABILITY

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

### CAREER SERVICES

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



**STUDENT ACTIVITIES**

The Office of Student Services is responsible for a full-range of opportunities in student activities. These opportunities include clubs, organizations, and a variety of social activities such as dances and concerts. The Limestone Activity Board and the Student Government Association plan and promote campus events and special activities.

**RECREATION AND SPORTS**

Limestone College offers one of the finest small college athletic complexes in the Southeast, which includes the following: an indoor Olympic pool, eight lighted tennis courts, a tennis pavilion, soccer fields, lacrosse fields, a gymnasium, baseball and softball fields, and a jogging trail. The Walt Griffin Physical Education Center and the Timken East fitness facilities are open to all faculty, staff, and students.

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

**CAMPUS ORGANIZATIONS**

- Candelabra* Staff (art and literary magazine)
- Alpha Chi (National College Honor Scholarship Society)
- Alpha Phi Sigma National Criminal Justice Honor Society
- Alpha Phi Sigma (National Criminal Justice Honor Society)
- Alpha Psi Omega, the honors society for theater
- Athletic Training Student Organization
- Campus Crusades for Christ
- \* Criminal Justice Student Organization
- \* Christian Education and Leadership Program (CELP)
- Chi Alpha Sigma (National Athletic Academic Honor Society)
- \* Fellowship of Christian Athletes
- Honors Program
- International Business Club
- I Pan Band
- Limestone College Community Chorus
- Limestone College Jazz Ensemble
- Limestone College Show Choir
- Limestone College Wind Ensemble
- \* Limestone Activities Board (LAB)
- Phi Alpha National Social Work Honor Society, Rho Iota
- Phi Alpha Theta History Honor Society
- Physical Education Club
- \* Psychology Club

## STUDENT LIFE

Marching Saints

Science Club

Sigma Beta Delta (National Business Honor Society)

\* Student Government Association

Student Athletic Advisory Committee (SAAC)

\* Student Organization of Social Workers

Students in Free Enterprise (S.I.F.E.)

\* Student Alumni Leadership Council\*

The National Association for Music Education

\* *Registered Organizations (requires a constitution). All other listed organizations are considered student activities and do not require a constitution.*

## STUDENT GOVERNMENT ASSOCIATION

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

All day students on the Gaffney Campus are members of SGA and may choose to run for election as executive or class officers or to serve on the Limestone Activities Board (LAB). Student concerns are addressed by SGA and various activities, including dances and concerts, are projects of the LAB.

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

## CULTURAL EVENTS

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

## COMPLIANCE WITH TITLE IX

Limestone College complies with Title IX of the Education Amendments of 1972. All rules, regulations, and procedures dealing with admission policies, treatment of students and employment have been evaluated and found to be in compliance with Title IX guidelines. For more information about Limestone College's policies prohibiting discrimination and sexual harassment, and for a description of grievance procedures, please visit [www.limestone.edu/know-your-rights](http://www.limestone.edu/know-your-rights).

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President for Academic Affairs, Academic Dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official to whom the request was submitted shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the College to correct records which the student believes to be inaccurate or misleading. The students should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Under the provisions of the Family Educational Rights and Privacy Act of 1974, students have the right to withhold the disclosure of Directory Information. Students should consider very carefully the consequences of any decision to withhold Directory Information. Should a student decide to inform the institution not to release Directory Information, any future requests for such information from non-institutional persons or organizations will be refused.

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

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

## STUDENT LIFE

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

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

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

As required by FERPA, Limestone College hereby informs current students of its intent to respond to legitimate, third-party requests for the following information: (1) legal name(s) during periods of attendance; (2) date and place of birth; (3) dates of attendance and actual or projected date of graduation; (4) degrees awarded and honors received, including the dean's list and honor roll; and (5) participation in officially recognized activities and intercollegiate sports. For official college publications and certain types of news media releases, "directory information" includes: (1) legal name and address of the student; (2) name and address of the parent(s), spouse, or legal guardian; (3) date and place of birth; (4) major field of study; (5) participation in officially recognized activities and sports; (6) weights and heights of members of athletic teams; (7) dates of attendance, honors and awards received, enrollment status, and the most recent previous educational institution attended by the student; and (8) photographs made by the College or

photographers under contract to the College, including candid photography. This information may be released to anyone at any time unless the student requests, in writing to the Registrar, that such information be withheld. Students who have questions or who wish to withhold permission to publish certain information should write the registrar's office.

### INTERNET FORUMS

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

### STUDENT COMPLAINT PROCEDURE

A student complaint is defined as any dissatisfaction occurring as the result of a student's belief that any academic or non-academic situation affects the student unjustly or inequitably. The student has the right to raise a complaint and to have that complaint considered with courtesy and objectivity, in a timely fashion, and without fear of prejudicial treatment. The following procedures are applicable for a student with a complaint. • The student should first discuss the matter with the person or persons directly involved, in an attempt to resolve the complaint through informal discussion. The student should make his/her advisor aware of the situation if the advisor is not directly involved.

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

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

## GENERAL EDUCATION REQUIREMENTS

# GENERAL EDUCATION REQUIREMENTS

### REQUIREMENTS FOR GRADUATION

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

#### I. Verbal and Quantitative Skills Requirements

- A. Each student will successfully complete a three-hour course in critical analysis and informed verbal expression (English 102) with a grade of “C” or better as well as a course in public speaking (English 105) with a grade of “C” or better. A student must be enrolled continuously in a communication skills course until English 102 is successfully completed. Each student who has not completed the equivalent of the Limestone College communication requirement will take a written verbal skills examination during orientation. If major deficiencies are assessed, additional course work will be established as a prerequisite to English 101. Students required to take English 095 must be continuously enrolled in the course until the proficiency level is reached. A student must successfully complete English 101 with a grade of “C” or better as a prerequisite for English 102; English 102 and English 105 must also be completed with a grade of “C” or better to satisfy the verbal skills requirement.

All Extended Campus students must take English 095, 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 550 on the Verbal Skills section or equivalent ACT score on either the Writing section or the English Section are not required to take the College Writing placement exam.)

# GENERAL EDUCATION REQUIREMENTS

- B. Each student will demonstrate a minimum level of competency in mathematical skills. Competency may be demonstrated by successful completion of an institutional test which each entering student will take during orientation.

When serious weaknesses are found, the student must complete one or more proficiency courses of instruction in basic mathematical skills including arithmetic and/or algebra. Such a student will not be permitted to enroll in a college-level mathematics course until the proficiency courses are successfully completed.

All Extended Campus students must take Mathematics 093 as a prerequisite to Mathematics 115 and 116, unless exempted by the following: A passing score is obtained on the Mathematics placement exam; or the student transfers a mathematics course from a regionally accredited college with a grade of "C" or higher. Students are required to be continually enrolled in developmental mathematics until this requirement is met. (Note: Students achieving an SAT score of 550 on the Quantitative Skills section or equivalent ACT score are not required to take the College Quantitative Skills placement exam.)

Note: English 095 and Mathematics 093 count as three hours credit. However, these hours are not included in the hours required to graduate.

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

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

## III. General Education Requirements

### A. Baccalaureate Degrees

In addition to earning 123 credit hours with a minimum of a 2.0 GPA, candidates for all baccalaureate degrees are required to complete the general education



# GENERAL EDUCATION REQUIREMENTS

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

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by successfully completing the critical thinking requirement (6 credit hours) and a minimum of 33 hours as described in the following section. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study.

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

## **Competency in Critical Thinking**

All students seeking a baccalaureate degree at Limestone College must achieve competence in critical thinking. Students are expected to demonstrate critical thinking through analyzing, evaluating, and synthesizing diverse perspectives. When a student transfers into Limestone College with an Associate of Arts or Associate of Science degree from another regionally accredited college or university, this critical thinking requirement is not waived along with general education requirements. Students who successfully complete the following courses will satisfy the critical thinking requirement for baccalaureate students. Two courses are required: ID 100, ID 110 or ID 201; and ID 301.

## **B. Associate Degrees**

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

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student

## GENERAL EDUCATION REQUIREMENTS

will satisfy this requirement by completing the critical thinking requirement (3 credit hours) and a minimum of 33 hours as described in the following section. Semester hours completed in the General Education Requirement may be counted toward the requirements for a major field of study.

### Competency in Critical Thinking

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

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

- Comprehend and articulate complex ideas in speech and writing, adapting the message to the audience, situation, purpose, and occasion. (6-9 hours required) EN 101 and 102 (or 103); and 105. If 103 is taken, 103 and 105 are required
- Comprehend, demonstrate, or articulate the value inherent in a literary creation. (3 hours required). One course selected from: EN 201, 202, 203, 204, 205, 206, 220, 311
- Comprehend, demonstrate, or articulate the value inherent in an artistic, musical, or dramatic creation. (3 hours required) AR 101, 102, 103, 200, 202, 208, 210, 211, 213, 240; MU 100, 101, 104, 205, 208 any ME course; EN 240, 340; PE 135, 136, 137, 138; TH 101, 102, 103, 201, 202, 204
- Use historical perspectives to analyze past events; and use social, political, global, or cultural perspectives from study in the social sciences or foreign languages to analyze present day issues, and forces shaping the future. (6 hours required) One course selected from: HI 110, 111, 112, 113, 214. Another course selected from: BA 103; EC 204, 211, EC/HI 350; HI 110, 111, 112, 113, 214, 303, 310, 311, 312, 321, 325, 334, 338, 341, 344, 345, 346; HC 311; IS 150; PO 242, 243, 341, 342; any foreign language; SO 201, 202, PS 101, SW 101, CJ201
- Demonstrate accurate calculating abilities and apply logical reasoning skills to solve quantitative problems. (3 hours required). One course selected from: MA 110, 115, 116, 122, 150, 200, 205
- Apply the scientific method as an analytical problem solving or general inquiry model and integrate scientific principles and appropriate information technologies into the student's field of study. (7 hours required). One lab science (4 hours) and one computer science (100-level and above) (3 hours)

# GENERAL EDUCATION REQUIREMENTS

- Develop skills and abilities in the cognitive, psychomotor, and affective domains which support lifetime wellness. (2 hours required). At least 2 semester hours from the following list: Any 1 hour PE activity course; PE 201, 202, 210, 287; PS 105, 202, 204; ME 236, SW 206.
- Demonstrate an understanding of the role of values and ethics in decision making. (3 hours required). One course selected from the following list: RE 202, 203, 205, 210, 221, 222, 225, 301; PL 201, 210, 211, 310; CJ 325; HI 309; SW 230

## IV. Critical Thinking Requirement

All students seeking a baccalaureate degree at Limestone College must satisfy a critical thinking requirement, either by scoring at the proficiency level on all parts of the ETS Proficiency Profile (formerly MAPP), or by successfully completing ID 301, Critical Thinking. This course helps students develop and refine their higher-order thinking skills. During the course, students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The examination adopted by Limestone College to measure students' general education competency levels will be one of the assessment methods in the course. Before taking this course, a student must have achieved junior standing (with 60 hours or more) and completed Limestone's Verbal and Quantitative Skills Requirements (EN 101, 102, 105, MA 095 or satisfactory completion of the College Quantitative Skills placement examination).

**Note: Students who have an overall GPA of 3.5 may qualify to waive ID301 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 301, but “credit by examination” is not available for this course. ID 301 is not waived for students who transfer an Associate of Arts or Associate of Science degree to Limestone College.**

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

## V. Assessment Examination Requirement

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

- A. After completion of 60 credit hours, each student is required to take the general education assessment examination which is administered in ID 301. (Competency in oral communication is evaluated through the achievement of a grade of "C" or better in completion of English 105, Fundamentals of Public Speaking.)

## GENERAL EDUCATION REQUIREMENTS

- B. During the last semester of their senior year, all students are required to complete an exit assessment in their major field of study. (If appropriate, students may complete the assessment prior to the last semester.) The purpose of this requirement is for the institution to evaluate the effectiveness of its methods of instruction and to compare the knowledge level of its graduates with graduates of other institutions of higher learning.

### VI. Application for Degree

It is the responsibility of each student to complete and have the Application for Degree form approved. The Application for Degree form must be completed by February 15 for May graduation and by October 1st for December graduation. Applications will be accepted after these dates up to April 1st and November 1st respectively. Any student not meeting these deadlines will have to wait until the following graduation. The form may be obtained online and must be submitted to the Registrar's Office.

### VII. Limestone College Graduation Process

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

The graduation form can be found at <http://www.limestone.edu/registrar-forms/graduation-application>. Once the form is submitted, the registrar will review all course requirements for that student. After the review, the registrar will issue a letter of missing requirements along with a copy of the student degree audit. The letter will also show the graduation day that the student has been assigned. Following the initial application deadline, the Campus Store will send an email with a link and instruction for ordering cap and gown.

A graduation fee of \$125, which includes application, cap/gown/tassel, diploma with cover and one official transcript, will be assessed to all students who have applied for the upcoming graduation. The deadline for May graduation is February 15th; for December, it is October 1st. Applications will be accepted after these dates, up to one month prior to graduation, but late applications will incur a \$100 non-refundable late fee, for a total fee of \$225. If for any reason, a student does not complete his or her requirements for the assigned graduation, the application may be transferred to the next ceremony without additional fees. A student's application may be transferred only one time. After that, the student must reapply and pay a \$35 fee to cover the cost of an updated diploma. Applications will be accepted after these dates up to April 1st and November 1st respectively.

# GENERAL EDUCATION REQUIREMENTS

## VIII. Fulfillment of Degree Requirements

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

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

## IX. Commencement Exercises

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



## ACADEMIC DISCIPLINES AND MAJORS

# ACADEMIC DISCIPLINES AND MAJORS

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

<b>MAJOR/CONCENTRATION</b>	<b>DEGREE</b>
<b>Art (p. 82)</b>	
Studio Art	B.A.
Studio Art/Graphic Design	B.A.
<b>Biology (p. 110)</b>	
Biology/Cellular and Molecular	B.S.
Biology/General	B.S.
Biology/Organismal	B.S.
Biology/Pre - Professional	B.S.
<b>Business (p. 118)</b>	
Business Administration/Accounting	B.S.
Business Administration/Computer Science Programming	B.S.
Business Administration/Computer and Information Systems Security	B.S.
Business Administration/Economics	B.S.
Business Administration/Finance	B.S.
Business Administration/General Business	A.A., B.S.
Business Administration/Management	B.S.
Business Administration/Marketing	B.S.
<b>Chemistry (p. 112)</b>	
Chemistry	B.S.
<b>Computer Science and Information Technology (p. 113)</b>	
Computer Science/Programming	A.S., B.S.
Computer Science/Computer and Information Systems Security	B.S.
Computer Science/Web Development and Database	A.S., B.S.
Computer Science /Information Technology	A.S., B.S.
<b>Criminal Justice (p. 124)</b>	
Criminal Justice	B.A.
<b>Child Care Management (p. 96)</b>	
Child Care Management	B.A.
<b>Early Childhood Education (p. 96)</b>	
Early Childhood Education	B.A.
<b>Elementary Education (p. 99)</b>	
Elementary Education (Grades 2-6)	B.A.

# ACADEMIC DISCIPLINES AND MAJORS

MAJOR/CONCENTRATION	DEGREE
<u>English</u> (p. 83)	
English	B.A.
English Education (Grades 9-12)	B.A.
English/Theatre	B.A.
English/Writing Concentration	B.A.
<u>Health Care Administration</u> (p. 121)	
Health Care Administration	B.S.
<u>History</u> (p. 84)	
History	B.A.
History/Pre-Law	B.A.
<u>Human Resource Management</u> (p. 122)	
Human Resource Management	B.S.
Human Resource Management/Training and Development	B.S.
<u>Liberal Studies*</u> (p. 86)	
Liberal Studies	B.A.
Liberal Studies	B.S.
Liberal Studies	A.A.
<u>Mathematics</u> (p. 115)	
Mathematics	B.S.
Mathematics Education (Grades 9-12)	B.S.
<u>Music</u> (p. 88)	
Music	B.A.
Music/Jazz	B.A.
Music Education (Grades K-12)	B.A.
<u>Physical Education and Athletic Training</u> (p. 99)	
Physical Education/Teacher Education (Grades K-12)	B.S.
Physical Education/General	B.S.
Physical Education/Strength and Conditioning	B.S.
Athletic Training	B.S.
<u>Professional Communication</u> (p. 93)	
Professional Communication	B.A.
<u>Psychology</u> (p. 125)	
Psychology	B.A.
Psychology	B.S.
<u>Social Work</u> (p. 126)	
Social Work	B.S.W.
<u>Sport Management</u> (p. 109)	
Sport Management	B.S.
<u>Theatre</u> (p. 93)	
Theatre	B.A.
Theatre	B.F.A.
Musical Theatre	B.A.
Musical Theatre	B.F.A.

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

# ACADEMIC DISCIPLINES AND MAJORS

## ADVISORS

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

## GUIDELINES FOR MAJOR PROGRAMS

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

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

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

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

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

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

## MINORS

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

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

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



## ACADEMIC DISCIPLINES AND MAJORS

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

### ASSOCIATE DEGREE PROGRAMS

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

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

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



## SPECIAL PROGRAMS

### DEVELOPMENTAL STUDIES PROGRAM

Recognizing that some students have special needs in such areas as reading, writing, and mathematics, Limestone College strives to meet these needs in order to help the student improve his or her basic skills. For this reason a number of courses with designated numbers below 100 (i.e., English 095, Mathematics 093, etc.) are offered each term. The student's advisor will assign the appropriate special course, if needed.

### LIBERAL STUDIES PROGRAM

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

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

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A minimum of 18 semester hours must be earned in 200-level courses or above and 30 semester hours at the course level of 300 or above, involving at least two academic divisions. For additional information, please review the Arts and Letters Division. The program must be approved by the Vice President for Academic Affairs, who is the program coordinator for Liberal Studies.

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

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

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A minimum of 21 semester hours must be earned in 200-level courses or above, involving at least two academic divisions. Remaining credits may be spread among any academic areas at the College. The Vice President for Academic Affairs is the program coordinator for Liberal Studies and must approve the program of study.

## **SPECIAL PROGRAMS**

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

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

### **HONORS PROGRAM (Day Program Students)**

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

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

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

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

### **CHRISTIAN EDUCATION AND LEADERSHIP PROGRAM (DAY PROGRAM STUDENTS)**

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

### **PRE-PROFESSIONAL PROGRAMS (DAY PROGRAM STUDENTS)**

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

## SPECIAL PROGRAMS

### **PRE-MEDICAL, PRE-DENTAL, PRE-CHIROPRACTIC, PRE-VETERINARY, PRE-NURSING, PRE-PHARMACY, AND PRE-PHYSICAL THERAPY-PROGRAMS**

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

### **INDEPENDENT STUDY**

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

### **COORDINATED STUDY**

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

1. A student must submit a written application for Coordinated Study on the appropriate form available in the Registrar's Office, the Extended Campus Office, or on the Limestone College website. The form should be submitted at least one month prior to the anticipated start date, except for graduating seniors as noted below. Coordinated Studies may not begin before receiving final approval by the Associate Vice President for Academic Affairs.
2. Because coordinated study courses require a significant commitment of a faculty member's time, these courses must be approved by the supervising faculty member, the department chair, the division chair, and the Associate Vice President for Academic Affairs prior to the anticipated start date.
3. A student has one week from the time the Coordinated Study materials are distributed or mailed to withdraw from a Coordinated Study without penalty (less \$120.00 nonrefundable course tuition).

## SPECIAL PROGRAMS

4. During the semester of expected graduation, a Coordinated Study application must be received by the Registrar's Office or the Extended Campus Office for the Fall semester by September 30th and for the Spring semester by February 28th. Graduating seniors must complete all work for Coordinated Study courses two weeks prior to the date of graduation.

### SPECIAL CLASS OR SEMINAR

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

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

### COLLOQUIUM

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

### HYBRID COURSES

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

### THE EXTENDED CAMPUS

The Extended Campus Program provides educational opportunities both in the classroom and online for working adults wishing to complete a baccalaureate degree. The Extended Campus Program offers an affordable, accelerated course of study for working adults and flexibility to allow students to complete their educational goals while meeting the demands of work and home. The Extended Campus has a special reduced tuition, and Federal and state financial aid is available for qualified students. In addition, all classes are taught in 8-week terms. Students in the Extended Campus Program may

## SPECIAL PROGRAMS

take courses during the evening in the classroom program or they may elect to enroll in online courses. They may even take courses in a combination of classroom and online venues during any of the 6 terms during the academic year. New students may begin taking classes during any of the 6 terms.

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

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

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

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

For registration, information and the current schedule of Extended Campus Courses, please contact the Extended Campus Program office or view the Extended Campus home page at [www.limestone.edu/ec](http://www.limestone.edu/ec).

All Extended Campus students must apply and be accepted (please see Admission Procedures) for admission to Limestone College. Transfer credits are evaluated on an individual basis. Normally, courses with appropriate grades from regionally accredited institutions that correspond to Limestone courses are accepted. In addition, credit earned through standard examinations, military courses, and other training programs are usually accepted as recommended by the American Council on Education (ACE), as appropriate to the Limestone College curriculum.

For more information, please contact:  
Limestone College  
The Extended Campus  
Gaffney, South Carolina 29340  
Toll Free - 1-800-795-7151

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

# SPECIAL PROGRAMS

## VETERANS BENEFITS

Students eligible for veterans benefits should contact the Extended Campus Office to complete any needed forms and to alert the staff to certify their enrollment with the Veterans Administration. All current locations are approved for VA Benefits. If you are not sure about your classroom site, call the Limestone College VA Office.

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

- Day Program --- enrolled in at least 12 semester hours in Day Program 16-week semester.
- Extended Campus  
Classroom format --- enrolled in two 8-week courses in order to qualify for benefits.  
Internet format --- enrolled in two 8-week courses in order to qualify for benefits.



# ACADEMIC PROCEDURES

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

## GRADING SYSTEM

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

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

A minimum of 123 semester hours towards degree completion with a Grade Point Average of 2.0 is required for graduation. A Satisfactory-Unsatisfactory grade may be used only for courses approved by the Vice President for Academic Affairs.

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

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



## ACADEMIC PROCEDURES

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

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

The grade of “WP” will have no effect on the student’s Grade Point Average. The grade of “WF” will have the same effect as the grade of “F.”

Examinations are held at the close of each course. In the event of illness or other necessity at the time of final examinations, a student will be given a special examination at a time to be arranged by the instructor and approved by the Vice President for Academic Affairs. Grades are posted on Limestone College’s Student Portal site, available from [www.limestone.edu](http://www.limestone.edu) for each student at the conclusion of each course. For day students, if you are scheduled for three (3) or more exams in one day, you may speak to your instructor to reschedule an exam.

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

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

- Complete 67% of the credits attempted each semester.

<i>Hours Attempted</i>	<i>Requirement</i>
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.

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

Students who fail to meet these requirements will be placed on Academic Probation and granted one semester to regain eligibility. Students will retain their eligibility for federal aid during this probationary period. A student will not be allowed to maintain

## ACADEMIC PROCEDURES

Title IV eligibility beyond 185 attempted credit hours (150% of Limestone College's graduation requirements).

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

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

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

1. Denial - The student's suspension is upheld. When this decision is rendered, the student may reapply to The Appeals Committee after sitting out for one semester. After one semester, should the Committee's decision be to readmit the student, the student may or may not receive Title IV aid.
2. Readmit without Title IV aid.
3. Readmit with Title IV aid. To be readmitted with Title IV aid, the reason the student failed to meet minimum academic standards must involve an extenuating circumstance such as a death in the family, personal illness, auto accident resulting in personal injury to the student, or severe financial problems within the family which have caused undue stress on the student. If the student is permitted to return to the College with or without Title IV aid, the student remains on probation, and has only one semester to meet minimum academic standards. Reasonable progress for part-time students is successful completion with a grade of "C" or better on 67% of all courses attempted each semester towards degree completion, with the cumulative grade point average indicated above.

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

## ACADEMIC PROCEDURES

who have completed 90 or more semester hours of work towards degree completion shall be classified as seniors.

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

### GRADE APPEAL PROCESS

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

1. Present and review the appeal with the instructor and attempt to resolve the issues concerning the grade. Either party may have a witness present and may tape record the meeting.
2. Present and review the appeal with the Chair of the Division in which the course is offered. The reasons and evidence for the appeal should be presented to the Division Chair at the time of the appeal.
3. Present a detailed written appeal to the Associate Dean for Academic Affairs using the online grade appeal form on the Limestone College website. Appeals must be submitted to the Associate Dean for Academic Affairs within 30 calendar days of the grade being assigned.

Grade appeals will be considered for the following reasons:

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

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

### GRADE RELEASE POLICY

Grades are no longer mailed, but are available on the JICS Portal (a secure website available from the Limestone College main website). Grades may be reviewed approximately one week after the class has ended. Grades will not be released to a student verbally or otherwise. Grades are never released over the telephone.

### ACADEMIC CONDUCT POLICY

The full text of the Policies and Procedures for Academic Conduct can be found in the student handbook, The Gaslight (<http://www.limestone.edu/home/73/1150>).

### DISRUPTIVE BEHAVIOR

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

## ACADEMIC PROCEDURES

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

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

### OTHER REQUIREMENTS

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

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

### TRANSIENT PERMISSION

Students enrolled at Limestone College may request transient permission to complete classes at other institutions by completing the form at: <http://my.limestone.edu/registrar-forms/transient-permission>.

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

### CLASS ATTENDANCE AND TARDINESS DAY AND EXTENDED CAMPUS CLASSROOM

**Students are expected to attend all classes.** When a student's absences exceed twenty percent (20%) of the total number of scheduled class periods in the semester or session, the student may be assigned a grade of F at the end of the class.

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

### EXTENDED CAMPUS INTERNET

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

**Military Students:** Limestone College will excuse students from attending classes or engaging in other mandatory activities, including tests or examinations, in order for students to fulfill their military obligations. This exception applies to any student required to attend or participate in military service, duty, training, or disaster relief efforts, and

## **ACADEMIC PROCEDURES**

applies without distinction to a student's status as a member of the active component, reserve component, or National Guard.

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

### **PROCTOR INFORMATION**

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

Proctors must meet the following qualifications: at minimum, a proctor must hold a bachelor's degree from a regionally accredited college or university. The proctor may be a Limestone College staff or faculty member or a staff or faculty member at another regionally accredited institution of higher learning. Currently employed librarians at regionally accredited institutions of higher learning may also be proctors. Proctors may also be supervisors, human resource managers, or higher ranking managers at a student's place of employment. For military personnel, proctors may be DANTES test control officers, educational services officer, base librarian, an officer, or a non-commissioned officer of rank higher than the student's.

Proctors may not be friends, relatives, or other current Limestone College students. Limestone College coaches and trainers may not serve as proctors, nor may a student who is a currently employed elementary or high school teacher have a fellow teacher as a proctor.

### **DAY STUDENT PROCTOR INFORMATION**

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

### **EXTENDED CAMPUS INTERNET STUDENT PROCTOR INFORMATION**

For Extended Campus Internet courses, examinations are given through a proctor. Each Extended Campus Internet student is required to submit a Proctor Application form which is available on the Limestone College website. This needs to be done within the first two weeks of class. If a student wishes to use a previously approved Limestone

## ACADEMIC PROCEDURES

College faculty or staff member or one of the Limestone College Testing Centers as his /her proctor, an email confirmation is the only requirement. Once a proctor is approved for a student, s/he will remain the proctor of record until the student notifies the Proctor Database Manager otherwise through submitting a new Proctor Application form. If a proctor changes email addresses, the proctor will need to send that request from the new email address to [proctor@limestone.edu](mailto:proctor@limestone.edu).

### **ACCOMMODATIONS FOR STUDENTS WHO HAVE DISABILITIES**

Limestone College will attempt to make reasonable accommodations for students who have disabilities. Students who have a disability which may impact academic performance should register with the Accessibility Office prior to the beginning of each semester to ensure accommodations are in place when classes begin. Reasonable accommodations will be considered based on an interactive process involving the student, Accessibility personnel, and documentation. Documentation should be sent directly to the Accessibility Office, Limestone College, 1115 College Drive, Gaffney, SC, 29340. For more information or to discuss documentation requirements, please contact Accessibility at (864) 488-8377 or [accessibility@limestone.edu](mailto:accessibility@limestone.edu).

### **SCHEDULE CHANGES**

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

### **CHANGE OF STATUS**

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

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

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

### **COURSE LOADS**

A full-time student carries 12 or more credit hours per semester. Any nonresident student carrying less than 12 semester hours is considered to be part-time. A resident student must carry at least 12 semester hours (appeals for exceptions may be addressed to the Vice President for Academic Affairs and the Office of Student Services). Day students maintaining a "B" average may be allowed to take up to 20 semester hours, at a charge of \$250.00 per credit hour for each hour over 18, with the permission of the Associate Vice President for Academic Affairs.

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

# ACADEMIC PROCEDURES

## Extended Campus students:

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

- Two Extended Campus classroom courses, OR
- Two internet courses, OR
- One classroom course and one internet course.

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

- Two (2) Extended Campus Internet courses & one (1) Extended Campus Classroom course OR
- Two (2) Extended Campus Classroom courses & one (1) Extended Campus Internet course OR
- Three (3) Extended Campus Internet courses OR
- Three (3) Classroom courses
- No student will be allowed to be enrolled in more than three Extended Campus courses at any one time. Overload requests must be received in the Office of the Associate Vice President for Academic Affairs at least one week before the session or term begins.

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

## AUDITING CLASSES

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

## CREDIT BY EXAMINATION

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

1. A student must apply online using the credit-by -examination request form found at [www.limestone.edu/registrar-forms/credit-by-examination](http://www.limestone.edu/registrar-forms/credit-by-examination). The student must submit one request for each desired examination. The student must receive an approval email prior to scheduling the exam.
2. A maximum of twenty-five percent (25%) of all degree requirements may be earned through credit by examination.
3. Academic divisions have the option of using a CLEP examination or an examination prepared in the division.
4. Credit cannot be earned by examination for any course in which a grade has been received nor for any course which has been audited.
5. To earn credit by examination, a student must obtain a score equivalent to a letter grade of "C" or better as determined by each academic department or obtain a passing score for a CLEP subject or general examination course as recommended by American Council on Education (ACE). All prerequisites for the exam subject must be met prior to taking the examination.
6. If the student attains an acceptable grade, he/she is awarded credit for the course,

## ACADEMIC PROCEDURES

but not a grade. The credit hours are not counted in computing the student's grade point average. Unsuccessful attempts to earn credit by examination do not become a part of the student's permanent record.

7. A fee of \$30.00 per semester hour is charged for each Limestone College test. This fee is charged before the student takes the test and is non-refundable.
8. Courses for which a student earns credit by examination are considered transfer credits. Credit by examination is not included in the total earned credit hours for graduation honors.
9. Seniors who are graduating in May must request credit by examination no later than March 15. The examination must be completed for May graduates no later than April 1.
10. Seniors who are graduating in December must request credit by examination no later than October 15. The examination must be completed for December graduates no later than November 1st.

### PROCEDURE FOR DROPPING A CLASS

A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week of classes through the last day of classes, a student may withdraw from a class and a grade of "WP" or "WF" will be assigned unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course will result in a grade of "F." Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of "WP" from the Vice President for Academic Affairs.**

A student in the Day Program who wishes to drop or withdraw from a class may obtain a Course Withdrawal Form from the Registrar's Office and take it to the instructor and the advisor for approval. In the Extended Campus Program, a student wishing to drop or withdraw (after the drop/add period) from a course must contact the professor and submit a withdrawal form (<http://www.limestone.edu/extended-campus-forms>) to the Registrar's office. Failure to do so will result in a grade of F. Day students may not withdraw from an Extended Campus Internet course in terms 1, 2, 5, or 6 after the Day Program drop/add period without the written approval of the Associate Vice President for Academic Affairs.

### WITHDRAWAL FROM COLLEGE

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

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



# ACADEMIC PROCEDURES

## EXTENSION/SUMMER SCHOOL WORK AT OTHER INSTITUTIONS

A student desiring to take course work as a transient student at another college must have his or her course approved in advance by the Registrar or the Vice President for Academic Affairs by completing the transient permission form at: <http://www.my.limestone.edu/registrar-forms/transient-permission>. Approval must be granted prior to completing the course for transfer credit to be awarded. (For approval to be granted, the student must meet all pre-requisites for the course at Limestone College.) Transient credits may not be awarded for any course in which a grade has been received. Students may not receive permission if the course is part of their last 16 hours for an Associate Degree or 31 hours for a Bachelor Degree at Limestone College. Transient request for completion at a two year institution will not be approved for students who have earned 66 credit hours.

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

## DEAN'S LIST

Full-time students (minimum of twelve semester hours) receiving the grade of "A" on all of their courses will be included on the Dean's List at the conclusion of the Fall and Spring Semesters. The Dean's List for the Fall Semester will normally be published in January for both the Day and Extended Campus Programs. The Dean's List for the Spring Semester will normally be published in July for both the Day and Extended Campus Programs. Any missing grade or grades of I (Incomplete) or IP (In Progress) will prevent a student from being included on the Dean's List.

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

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

## GRADUATION WITH HONORS

To be eligible for honors at graduation a student must:

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

<u>Summa Cum Laude</u>	3.95 to 4.0
<u>Magna Cum Laude</u>	3.75 to 3.94
<u>Cum Laude</u>	3.50 to 3.74

## ACADEMIC PROCEDURES

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

### COURSE INFORMATION

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

Courses extending throughout the academic year are indicated by two numbers connected by a hyphen (101-102). Courses which have two numbers separated by a comma (101,102) indicate that the first semester is prerequisite for the second except by special permission of the instructor and approval of the Vice President for Academic Affairs. Credit hours are listed following each course description. Course prerequisite(s) as stated within each course description is/are the required prerequisite (s) for the course.

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

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



## DIVISION OF ARTS AND LETTERS

# DIVISION OF ARTS AND LETTERS

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

Majors are offered in Art, English, English Education, English/Theatre, History, Liberal Studies, Music, Music Education, Musical Theatre, Professional Communication and Theatre. Various concentrations are offered within some of these majors. These degree requirements are described below and on the following pages.

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

### ART

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

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

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

### STUDIO ART MAJOR

Fifty-four semester hours, including the following:

AR 101, 102, 103, 120, 200, 203, any two three-dimensional courses (AR 208, 210, or 211), 250, 260, 305, 470, 490W, and fifteen additional hours of art courses excluding AR 240.

This major requires six hours of writing intensive courses.

### GRAPHIC DESIGN CONCENTRATION

Fifty-seven semester hours, including the following:

AR 101 or 102, 103, 120, 200, 203, any three-dimensional course (AR 208, 210, or 211), 250, 260, 305, CS 234 (requiring CS 103 as a prerequisite), 220, 320, 470, and 490W plus twelve additional hours of art electives excluding AR 240.

This major requires six hours of writing intensive courses.

### ART MINOR

Twenty-one semester hours, including the following:

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

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### COURSE OFFERINGS IN ART

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AR 100 Studio Experiences

AR 101 Basic Drawing and  
Composition

AR 102 Figure Drawing

AR 103 2D Design and Color Theory

AR 120 Introduction to Graphic Design

AR 200 Photography

AR 201 Advanced Drawing

AR 202 Water Color

## ART/ENGLISH

- AR 203 Beginning Painting
- AR 208 Fundamentals of Sculpture
- AR 210 Ceramics I
- AR 211 Ceramics II
- AR 213 Crafts
- AR 220 Typography and Visual  
Communication
- AR 240/AR 240H Art Appreciation
- AR 250/AR 250H Prehistoric Art to  
Gothic Art
- AR 260/AR 260H Renaissance Art to  
Modern Art
- AR 303 Painting II
- AR 305 Printmaking and Design  
Techniques
- AR 320 Graphic Design III
- AR 370W/AR 370H Contemporary  
Art History
- AR 403 Painting III
- AR 440 Senior Seminar in Drawing
- AR 470 Studio Problems
- AR 480 Internship
- AR 490W/AR490H Senior Art Exhibit

### ENGLISH MAJOR

An English major consists of thirty-three semester hours in 200, 300, and 400-level English courses, with at least 15 semester hours of this number to be in courses numbered 300 or above. These must include English 202 or 203, 204 or 205, 206, 302, 305 or 416, 310 or 311, 324, 331 or 418, 230 or 326, 495, and Interdisciplinary Studies 305. Students are also required to complete six semester hours of the same foreign language. This major requires 18 hours of Writing Intensive Courses.

### WRITING CONCENTRATION

An English major with a writing concentration consists of eighteen hours from among the following courses: English 215, 230 (may be repeated for up to a total of nine hours), 231, 326,

299, (only when listed as Screenwriting), and Theatre 308.

### ENGLISH EDUCATION MAJOR

#### A. General Education

#### B. Professional Education

Art 240; Biology 101; Computer Science 102, 209; Education 200, 301, 302, 304, and 310; English 452; History 110 or 111, History 112 or 113; Two semesters of foreign language; Interdisciplinary 100 or 110, 201 (transfer students only), 301, Mathematics 110 or 200, Music 205; Psychology 101, 204, 309, 320; one course in Religion or Philosophy; .

#### C. Area of Specialization

English 101, 102, and 105. Thirty-nine hours in 200 or 300-level courses, including English 202 or 203, 204 or 205, 206, 302, 305, 310, 311, 324, 326, 327, 329, 416 or 418, 430 and, English 452

Total 60 hours.

This major requires 21 hours of Writing Intensive Courses.

### REQUIREMENTS FOR TEACHER CERTIFICATION IN ENGLISH IN SOUTH CAROLINA

#### (GRADES 9-12)

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

#### ENGLISH MINOR

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

## ENGLISH/HISTORY

### COURSE OFFERINGS IN ENGLISH

- EN 095 Developmental Reading  
and Writing
- EN 101W Freshman Composition
- EN 102W Argument and Research
- EN 103W/EN 103H Honors Writing Seminar
- EN 105 Fundamentals of Public Speaking
- EN 201/EN 201H Experiences in Literature
- EN 202 Major British Authors I
- EN 203 Major British Authors II
- EN 204 Major American Authors I
- EN 205 Major American Authors II
- EN 206 Continental European Literature
- EN 212 Drama Appreciation
- EN 213 Performance Studies
- EN 215W Business Communication
- EN 220W/ EN 220H American Women  
Writers
- EN 222 Sport Literature and  
Communications
- EN 224-225 Writing Center Practicum
- EN 230W Creative Writing
- EN 231W Technical and  
Professional Writing
- EN 240/EN 240H Introduction to Film
- EN 302 Shakespeare
- EN 305 Introduction to the British Novel
- EN 306 Victorian Literature
- EN 310W Contemporary Literature of  
the Non-Western World
- EN 311W Studies in African-American  
Literature
- EN 312 Southern American Literature
- EN 324W Literary Criticism
- EN 326W Advanced Composition,  
Rhetoric, and Style
- EN 327 Studies in English Language
- EN 329W Literature for the Adolescent
- EN 331 Studies in Contemporary Drama
- EN 340/ EN 340H Topics in Film
- EN 416/EN 416H Studies in Modern Poetry
- EN 418/EN 418H Studies in Modern  
Fiction
- EN 430W Methods of Teaching Language  
Arts in the Secondary School

- EN 452 Clinical Practice
- EN 490 English Internship
- EN 495W Senior Project

### ENGLISH/THEATRE MAJOR

A English/Theatre major emphasizes traditional English skills such as writing, critical thinking, and literary analysis, as well as performance skills including acting, directing, and design. The English/Theatre student is uniquely prepared for a number of careers that involve strong communication and writing abilities. The English/Theatre student will be prepared to pursue a professional career in Theatre or continue to graduate studies in Theatre. The English Department already offers a minor in Theatre for those students interested in Theatre but desiring majors in other fields of study. This major requires 21 hours of Writing Intensive Courses. A English/Theatre major consists of 51 hours of course work. The components of the 51 hours are as follows:

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

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

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

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

### HISTORY MAJOR

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

## HISTORY

Survey Courses (12 hours):

History 110, 111, 112, 113.

Upper-Level Courses (21 hours).

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

History 347, Introduction to Public History (3 hours)

History 400, History Research Seminar (3 hours): (Only offered in the Fall Semester) History 401, History Research Project (3 hours): (Only offered in the Spring Semester)

This major requires 12 hours of Writing Intensive Courses.

### PRE-LAW CONCENTRATION

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

#### Core Courses (36 hours)

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

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

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

### HISTORY MINOR

For a minor in History, 18 semester hours are required. The following courses are required:

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

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### COURSE OFFERINGS IN HISTORY

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- HI 110-HI 111 World Civilization I - II
- HI 110W/HI 110H-HI111W/HI 111H World Civilization
- HI 112/HI 112H United States History I
- HI 113 United States History II
- HI 214/HI 214H Non-Western Civilizations
- HI 303/HI 303H Critical Issues of the New Millennium
- HI 304 Reformation, Science, and Enlightenment
- HI 305 Imperialism, Revolution, and Reform
- HI 307 Europe in the 20th Century
- HI309 W Holocaust Studies
- HI 320 History of Business and Technology
- HI 321W/HI 321H The Birth and Death of the Soviet Union
- HI 325 Latin American History
- HI 334/HI 334H The American South
- HI 338 African American History
- HI 341 Colonial and Revolutionary America
- HI 342 Jeffersonian and Jacksonian America
- HI 343/HI 343H The Civil War and Reconstruction
- HI 344 America between the Gilded Age and The Second World War
- HI 345 America in Recent Times
- HI 346 US-Middle East Relations, 1914-Present
- HI 347 Introduction to Public History

## HISTORY/ INTERDISCIPLINARY STUDIES LIBERAL STUDIES/MUSIC

HI 350 United States Economic History  
 HI 400W Research Seminar  
 HI 401W History Research Project  
 HI 490 Public History Field Experiences

### COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES

ID 100 Academic Inquiry  
 ID 110 Study Skills  
 ID 111, 211, 311, 411 Strategies for Learning  
 ID 201 Transition Success  
 ID 301W Critical Thinking  
 ID 305W Academic Research  
 ID 355 Renaissance, Theatre, and Culture  
 ID 400 Senior Seminar

### LIBERAL STUDIES

The Liberal Studies Program permits a student to design a program utilizing any of the courses listed in this catalog. A liberal studies major consists of 48 hours of course work including 18 hours in courses numbered 200 and above, and 30 hours in courses numbered 300 and above, including ID 305. The courses selected must come from at least two different divisions. The program must be approved by the Vice President for Academic Affairs, who is the program coordinator for Liberal Studies.

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

### MUSIC

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

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

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

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

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

Music instruction is also available for the non-music major who wishes to develop his/her musical knowledge for personal enjoyment. Applied music is offered in brass, woodwind, percus-

sion, piano, organ, guitar and voice. All private study in music must be approved by the Chairperson of the Music Department. Appropriate fees will be charged.

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

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

## GENERAL REQUIREMENTS

### Entrance Audition

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

### Entrance Examination

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

### Piano Proficiency

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

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

### Ensemble Participation

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

### Music Seminar/Recital Attendance

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

### Junior Qualifying Examinations

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

### Recital Requirements

Music students are required to perform in a student recital each semester they are enrolled in applied study. All music students are required to present a half-recital (30 minutes minimum) in their Senior year. All formal recitals are auditioned by the music faculty at least one month prior to their presentation. Students are expected to play a complete program at their pre-hearing, which will be judged by the faculty on a pass-fail basis. The student must pass the pre-hearing in order to gain approval to schedule the recital. Students may per-



## MUSIC

form only one pre-hearing per semester. Letter grades will be given by the music faculty following the formal recital.

### Exit Examination

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

### MUSIC MAJOR

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

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

Music 129, 139, 208, 229, 239, 303, 304, 329, 339

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

Music 310 and 320

Applied lessons (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, 1 semester and the senior recital at the 400 level);

Primary music ensemble (four credit hours.)

Secondary music ensembles (2 credit hours.)

Music and general elective courses

This major requires 9 hours of Writing Intensive Courses.

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

### MUSIC MAJOR/JAZZ CONCENTRATION

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

Music 111(1 hour) (must be taken a minimum of 4 semesters), MU125 (2 hours), ML 249 (1 hour), MU325 (3 hours), ML 349 (1 hour), MU 415 (3 hours) and a Senior Recital consisting of a minimum of 45 minutes of music. 30 minutes must be devoted to art music and a minimum of 15 minutes to music of the jazz idiom. The student may choose to perform up to 30 minutes of jazz if desired.

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

### MUSIC EDUCATION MAJOR

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

- A. General Education Requirements
- B. Professional Education

English 101, 102, 105, 201

Education 200, 301, 302, and 310;  
Psychology 101, 204, 309, and 320

- C. Area of Specialization

Music 333, 400, 452, or 453

## MUSIC

### Vocal/Choral Emphasis

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

Music 129, 139, 208, 229, 239, 303, or 304, 329, 339; Music 102, 103, 203, and 204 (or successful completion of the Piano Proficiency Examination);

Music 214, 215, 216, 217 and 312; Music 310, 313, and 320;

Applied lessons (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, and senior recital at the 400 level);

Primary music ensemble (four credit hours);

Secondary music ensembles (two credit hours);

Piano (four credit hours total, which includes the Class Piano sequence; substitute Voice for Piano and Organ Principals);

Successful completion of the Piano Proficiency Examination.

### Instrumental Emphasis

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

Music 129, 139, 208, 229, 239, 303 or 304, 329, 339;

Music 102, 103, 203, and 204 (or successful completion of the Piano Proficiency Examination); Music 213, 214, 215, 216, and 217;

Music 310, 311, and 320.

Applied lessons (2 semesters at 100 level, 2 semesters at 200 level, 2 semesters at 300 level, and senior recital at the 400 level);

Primary music ensemble (four credit hours);

Secondary music ensembles (two credit hours);

Piano (four credit hours total, which includes the Class Piano sequence);

Successful completion of the Piano Proficiency Examination.

This major requires 9 hours of Writing Intensive Courses.

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

### **REQUIREMENTS FOR TEACHER CERTIFICATION IN MUSIC IN SOUTH CAROLINA**

#### **(GRADES K-12)**

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

#### **MUSIC MINOR**

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

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

Applied instruction (private lessons) is offered to all students for one hour credit in the study of voice, keyboard, brass, woodwind, and percussion. Contact any member of the mu-

# MUSIC

sic faculty for further information.

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

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

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

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Instrument or Voice	Non -Major 1 Hour Credit
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### KEYBOARD

Piano	ML 130
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### VOICE

Voice	ML 128
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### WOODWIND

Flute	ML 116
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Oboe	ML 117
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Bassoon	ML 118
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Clarinet	ML 119
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Saxophone	ML 120
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### BRASS

Horn	ML 121
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Trumpet	ML 122
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Trombone	ML 123
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Euphonium	ML 124
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Tuba	ML125
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### PERCUSSION

Percussion	ML 126
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### STRINGS

Strings	ML 127
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### GUITAR

Guitar	ML 129
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Instrument or Voice	Freshman-Sophomore 1 Hour Credit
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### KEYBOARD

Piano	ML 148, ML 248
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### VOICE

Voice	ML 146, ML 246
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### WOODWIND

Flute	ML 135, ML 235
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Oboe	ML 136, ML 236
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Bassoon	ML 137, ML 237
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Clarinet	ML 138, ML 238
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Saxophone	ML 139, ML 239
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### BRASS

Trumpet	ML 141, ML 241
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French Horn	ML 140, ML 240
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Trombone	ML 142, ML 242
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Euphonium	ML 143, ML 243
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Tuba	ML 144, ML 244
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### PERCUSSION

Percussion	ML 145, ML 245
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### GUITAR

Guitar	ML 147, ML 247
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### IMPROVISATION

Improvisation	ML 149, 249
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Instrument or Voice	Junior-Senior 1 Hour Credit
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### KEYBOARD

Piano	ML 348, ML 448
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### VOICE

Voice	ML 346, ML 446
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### WOODWIND

Flute	ML 335, ML 435
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Oboe	ML 336, ML 436
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Bassoon	ML 337, ML 437
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Clarinet	ML 338, ML 438
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Saxophone	ML 339, ML 439
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### BRASS

Trumpet	ML 341, ML441
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French Horn	ML 340, ML 440
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Trombone	ML 342, ML 442
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## MUSIC

Euphonium ML 343, ML 443  
Tuba ML 344, ML 444

### **PERCUSSION**

Percussion ML 345, ML 445

### **GUITAR**

Guitar MI 347, ML 447

### **IMPROVISATION**

Improvisation ML 349,449

*(Applied Music Fee charged for above courses)*

### **NUMBERING SYSTEM FOR MUSIC ENSEMBLE COURSES (ME)**

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

Chorus

ME 120, 220, 320, 420

Show Choir

ME 121, 221, 321, 421

Vocal Ensemble

ME 122, 222, 322, 422

Jazz Combo

ME 123, 223, 323, 423

Jazz Ensemble

ME 124, 224, 324, 424

Guitar Ensemble

ME 125, 225, 325, 425

Wind Ensemble

ME 126, 226, 326, 426

Woodwind Ensemble

ME 127, 227, 327, 427

Brass Ensemble

ME 128, 228, 328, 428

Percussion Ensemble

ME 129, 229, 329, 429

Beginning Steel Drum Ensemble

ME 130, 230, 330, 430

Advanced Steel Drums Ensemble

ME 131, 231, 331, 431

Piano Ensemble

ME 132, 232, 332, 432

Band

ME 136, 236, 336, 436

### **COURSE OFFERINGS IN MUSIC**

MU 100 Class Piano for the

Non-Music Major

MU 101 Class Voice for the Non-Major

MU 102 Class Piano I

MU 103 Class Piano II

MU 104 Class Guitar

MU 119 Fundamentals of Music

Theory

MU 125 Jazz Improvisation I

MU 129 Beginning Aural Skills

MU 135 History and Theory of

Music II

MU 139 Music Theory I

MU 150 Introduction to Music

Education

MU 203 Class Piano III

MU 204 Class Piano IV

MU 205 Music Appreciation

MU 205H Music Appreciation

MU 208 Music Survey

MU 213 Vocal Techniques and Diction

MU 214 Woodwind Techniques

MU 215 String Techniques

MU 216 Brass Techniques

MU 217 Percussion Techniques

MU 229 Intermediate Aural Skills

MU 239 Music Theory II

MU 303 Music History I

MU 304 Music History II

MU 310 Basic Conducting

MU 311 Instrumental Conducting

MU 312 Advanced Vocal Techniques  
and Diction

## MUSIC/PHILOSOPHY/RELIGION

- MU 313 Choral Conducting
- MU 320 Music Composition and Arranging
- MU 325 Jazz History
- MU 329 Advanced Aural Skills
- MU 333W General and Elementary Music Methods
- MU 339 Music Theory III
- MU 400W Materials and Methods of Teaching Secondary Music
- MU 415 Jazz Composition and Arranging
- MU 452W Clinical Practice - Vocal/Choral-General
- MU 453W Clinical Practice - Instrumental-General
- MU 491-497 Senior Recital

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

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

### PHILOSOPHY AND RELIGION

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

primary emphasis being given to the impact of Christianity on Western culture.

The department also provides academic support for the Christian Education and Leadership Program which seeks to (1) acquaint students with the historical values of Christianity, (2) train them in the exercise of spiritual disciplines designed to integrate faith values with the whole of life, and (3) provide practical training through local, national, and international service-learning projects. Students accepted into the program receive a scholarship which requires the completion of specific program requirements. Additional information, including an application for admission, may be located online at [www.limestone.edu/celp](http://www.limestone.edu/celp).

### CHRISTIAN STUDIES MINOR

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

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### COURSE OFFERINGS IN PHILOSOPHY

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

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### COURSE OFFERINGS IN RELIGION

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- RE 201 Science and Religion
- RE 202 Life and Letters of Paul
- RE 203 Christian Spiritual Formation I
- RE 204 Christian Spiritual Formation II
- RE 205 Christian Ethics and Contemporary Issues
- RE 210 World Religions
- RE 221 Old Testament
- RE 222 New Testament

## RELIGION/COMMUNICATION/THEATRE

- RE 225 Christian Heritage I
- RE 226 Christian Heritage II
- RE 240 Models & Methods of  
Christian Leadership
- RE 301 The Koran and The Bible
- RE 303 Hebrews and the General Epistles
- RE 401/RE 401H A Study of Jesus

### PROFESSIONAL COMMUNICATION MAJOR

The major in Professional Communication is an interdisciplinary major which draws courses from English, Art, Computer Science, Business, Interdisciplinary Studies, and International Studies as well as Communication. The major prepares entry-level communication professionals to design and convey messages for various audiences across a wide range of old and new media. A Communication major consists of fifty - seven semester hours.

The following courses are required for the major:

- English 231W, 326, Art 101, 103W, 120, 220, 320; International Studies 250; Interdisciplinary Studies 305; Business Administration 335, 341, 342; Computer Science 102, 103, 105, 234; Communication 410, 412, 490.

This major requires 12 hours of writing intensive courses.

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### OURSE OFFERINGS IN PROFESSIONAL COMMUNICATION

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

- CM 105 Public Speaking
- CM 404 Technology for Teachers
- CM 404A Powerpoint for Teachers
- CM 404B Excel for Teachers
- CM 404C Word for Teachers
- CM 404D Web Page Design (FrontPage)

- for Teachers
- CM 404E Photoshop for Teachers
- CM 404F Publisher for Teachers
- CM 404G Interactive Smart Boards  
for Teachers
- CM 404H Advanced Interactive  
Smart Boards for Teachers
- CM 404I Promethean Activboard  
for Teachers
- CM404J Advanced Promethean Activboard  
for Teachers
- CM 404K Integrating 21st Century  
Technology In The Classroom
- CM 404L iPads For Teachers
- CM 404M: Google for Teachers
- CM 410 Introduction to Digital Literacies I
- CM 412 Introduction to Digital Literacies 2
- CM 490 Communication Internship

### THEATRE MAJOR B.A. DEGREE

The Theatre major develops performance and production skills including acting, directing, and design. The Theatre major prepares students to pursue a professional career in Theatre or continue on to graduate studies in theatre. The Theatre major consists of 51 hours of course work.

- English 302, Theatre 101, 102, 103, 110, 111 (repeat 3 times), 201, 202, 204, 307, 308, 401, and 480.

Two from the following: English 331, Theatre ,TH 116, 120, 122, 299 ,301, 302, 309, 407. In addition, students must take two semesters of the same foreign language. This major requires 12 hours of Writing Intensive Course.

### THEATRE MINOR

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

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

## THEATRE

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### COURSE OFFERINGS IN THEATRE

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TH 101 Drama Appreciation  
 TH 102 Acting: Basics  
 TH 103 History of Theatre  
 TH 110 Fundamentals of  
     Play Production  
 TH 111, 114-115 Experiential Theatre  
 TH 116 Fundamentals of Makeup  
 TH 120 Fundamentals of Costuming  
 TH 122 Fundamentals of Lighting  
 TH 201 Performance Studies  
 TH 202 Acting: Performance,  
     Auditioning, and Voice  
 TH 203 Improvisation  
 TH 204 Acting: Audition  
 TH 301 Gender, Race, and Performance  
 TH 302 Acting: Style  
 TH 303 Musical Theatre Performance I  
 TH 307 Directing  
 TH 308W Playwriting  
 TH 309 Advanced Stage Design  
 TH 310 Musical Theatre Performance II  
 TH 312 Junior Qualifier  
 TH 319 History of Musical Theatre  
 TH 401W Dramatic Criticism  
 TH 405 Shakespeare and Performance  
 TH 407 Advanced Directing  
 TH 480 Student Production Lab

#### THEATRE MAJOR B.F.A. DEGREE

The B.F.A. in Theatre provides the student with performance and production skills including acting, singing, and advanced vocal, physical and technical techniques. Students gain a solid and thorough knowledge of acting, directing, and design. The B.F.A. Theatre student will be prepared to pursue a professional career in Theatre or continue onto graduate studies in theatre. The B.F.A. consists of 77 hours. Course work exposes students to theatre

history and literature, acting and directing, playwriting, and design.

Students must take each of the following theatre courses:  
 Theatre 101, 102, 103, 110, 111 (x6),  
 116, 120, 122, 201W, 202, 204,  
 301, 302, 307, 308W, 309, 401W,  
 407, 480, English 302, 331

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

Choose one of the following (3 credits): Theatre 303, 405, (Courses are designated as TH 111, 114 or 115 with subtitles such as Lighting, Makeup, Sound, etc.).

Two semesters of Foreign Language (6 credits)

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

#### MUSICAL THEATRE MAJOR B.A. DEGREE

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

The Musical Theatre Major consists of 54 hours of course work. Course work exposes students to vocal training, theatre history and literature, acting and directing, playwriting, and design.

The following courses in Theatre are required:

Theatre 101, 102, 103, 110, 111 (x3),  
 203, 307, 480; English 303; Physical  
 Education 135, PE 136, PE 137, PE 138.

## THEATRE/FRENCH/GEOGRAPHY/SPANISH

Music 119, 139

Choose one from the following:

MU 102, MU 103

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

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

Physical Education 137, 138, 142

Ensembles (4 credits hours)

ME 120, 220, 320, 420 and

Applied Voice (8 credit hours )

ML 146, 246, 346, 446)

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

### MUSICAL THEATRE MAJOR B.F.A DEGREE

The B.F.A. provides a unique opportunity for undergraduate students who want to focus more intensely on their major, to explore every facet of Musical Theatre and performance. The B.F.A. insists that majors be in dance and vocal lessons nearly every semester they attend. They take an exhaustive slate of acting, singing, dancing, and technical theatre courses. They will be thoroughly prepared for the challenges that face them as developing theatre artists. The Musical Theatre major consist of 78 hours.

Required Theatre courses:

Theatre 101, 102, 103, 110, 111, 116, 203,204, 301, 303, 307, 310, 312, 319, 407, 480; Physical Education 135, 136, 143, 144, Music 102, 103, 119, 129,139, Choose one of the following (2 credits)

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

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### COURSE OFFERINGS IN FRENCH

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FR 101 Elementary French I

FR 102 Elementary French II

FR 201 Elementary French I

FR 202 Elementary French II

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### COURSE OFFERING IN GEOGRAPHY

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GE 211 Economic Geography

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### COURSE OFFERINGS IN SPANISH

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SP 101 Elementary Spanish I

SP 102 Elementary Spanish II

SP 105 Conversational Spanish

SP 201 Intermediate Spanish I

SP 202 Intermediate Spanish II





# DIVISION OF EDUCATION AND PHYSICAL EDUCATION

## DIVISION OF EDUCATION AND PHYSICAL EDUCATION

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

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

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

Minors are offered in Coaching and Physical Education.

### **CHILDCARE MANAGEMENT MAJOR B.A. DEGREE**

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

- A. General Education Requirements
- B. Education Core
  - Education 200, 209, 307
  - Psychology 101, 204
  - Childcare Management 303, CC 307W, CC 309, CC 345, CC 401

- C. Business Core
  - Business Administration 103, BA 207, BA 215W, BA 300, BA 310, BA 318, BA 341
- D. Additional Courses
  - International Studies 250, Physical Education 201, Mathematics 116
- E. Electives

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### **COURSE OFFERINGS IN CHILD CARE MANAGEMENT**

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- CC 303 Introduction to Early Childhood
- CC 307W Emergent Literacy
- CC 309 Curriculum for Early Childhood
- CC 345 Experiences in Math for Young Children
- CC 401 Assessing Young Children

### **EARLY CHILDHOOD EDUCATION MAJOR**

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

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

- A. General Education Requirements
- B. Supplemental Courses
  - Physical Education 201
- C. Professional Education
  - Education 200, 310, ED/PS 320, English 201, Mathematics 110 or Higher (6 hours). Computer Science 209, Psychology 204, 304

D. Area of Specialization

Early Childhood Education 300,  
EE 301, EE 302, EE 303, EE 304,  
EE 307W, EE 309, EE 311, EE  
313, EE 345, EE 346, EE 347, EE  
401, EE 452, EE 453

**COURSE OFFERINGS IN EARLY  
CHILDHOOD EDUCATION**

- EE 300 Field Experience
- EE 301 Field Experience
- EE 302 Field Experience
- EE 303 Introduction to Early  
Childhood Education
- EE 304 Home, School,  
and Community Relations
- EE 307W Emergent Literacy
- EE 309 Early Childhood Curriculum
- EE 311 Early Childhood Methods
- EE 313 Creative Arts in Early  
Childhood Education
- EE 345 Experiences in Math for  
Young Children
- EE 346 Science in the Early  
Childhood Classroom
- EE 347 Social Studies in the  
Early Childhood Classroom
- EE 401 Assessing Young Children
- EE 452 Early Childhood Clinical Practice
- EE 453 Seminar on Teaching in  
Early Childhood Education

**EDUCATION**

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

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

Music Education (K-12)  
Physical Education (K-12)

**GOALS OF THE TEACHER  
EDUCATION PROGRAM**

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

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

**ADMISSION TO THE TEACHER  
EDUCATION PROGRAM**

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

## EDUCATION

1. Submit passing scores on the Core Academic Skills for Educators as required by the State of South Carolina. Praxis I 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 I or have the appropriate ACT/SAT scores to be exempt.
2. Successfully complete Education 200. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 45 semester hours of college credit with a cumulative Grade Point Ratio of 2.75 on a 4.0 scale.
4. Submit with the application three letters of recommendation or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

### APPLICATION FOR CLINICAL PRACTICE

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

Early Childhood, Elementary, secondary, and K-12 majors as a rule will complete all methods courses, all professional education courses, and all major teaching subject courses prior to the semester of clinical practice. Candidates must receive the grade of “C” or better in all professional education, mathematics, and area of specialization courses.

Candidates must pass the required Praxis II content area examinations and the required Principles of Learning and Teaching examination by the specified deadline date prior to clinical practice. In addition to completing required courses, students applying for entrance into clinical practice must have approval of the faculty of the academic division, and must submit a formal application to the Teacher Education Committee by the specified deadline date which is generally 10 months prior to the clinical practice semester. Students are required by South Carolina law to submit by the deadline date prior to clinical practice a SC Application for Educator Licensure, an IBT electronic fingerprint scan, a copy of the social security card and the application fee. The SC application for educator packet is available on the SC Department of Education Website. The Application for clinical practice form is provided in *The Teacher Education Handbook*. Clinical Practice placements are made by the designees at each school district.

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

## EDUCATION /PHYSICAL EDUCATION

### ELEMENTARY EDUCATION MAJOR

An Elementary Education major consists of the following:

- A. General Education
- B. Professional Education and Area of Specialization  
English 101, 102, 105, 201  
Education 200, 209, 300, 301, 302, 303, 310, 345, 346, 347, 349, 352, 355, 412, and 452; Physical Education 315; Psychology 204, 309, and 320  
English 201; Biology 101/Biology Lab; Mathematics 110 and 200; History 110 or 111; History 112 or 113; Economics/Geography 211; AR 240; MU 205.

This major requires 3 hours of Writing Intensive Courses.

### REQUIREMENTS FOR TEACHER CERTIFICATION IN ELEMENTARY EDUCATION IN SOUTH CAROLINA (GRADES 2-6)

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

### REQUIREMENTS FOR SECONDARY TEACHER CERTI- FICATION IN SOUTH CAROLINA

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

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

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### COURSE OFFERINGS IN EDUCATION

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- ED 200 Principles and Problems of Education
- ED 209 Multimedia in the Classroom
- ED 210 Tutoring Practicum
- ED 300 Field Experience for Elementary Education
- ED 301 Field Experience for Elementary Education Majors
- ED 302 Field Experience for Elementary Education Majors
- ED 303 Teaching Reading: Instructional Practices
- ED 304 Teaching Reading and Writing in the Content Areas
- ED 307 Educational Psychology
- ED 309 Tests and Measurements
- ED 310 History and Philosophy of Education
- ED 320 The Exceptional Child
- ED 345 Methods of Teaching Mathematics in the Elementary School
- ED 346 Methods of Teaching Science in the Elementary School
- ED 347 Teaching Social Studies in the Elementary School
- ED 349 Teaching Language Arts in the Elementary School
- ED 352 Fine Arts for the Elementary Education Teacher
- ED 355 Principles of Effective Teaching in the Elementary Classroom
- ED 412 Diagnostic Assessment and Prescriptive Teaching of Reading
- ED 452W Clinical Practice

### PHYSICAL EDUCATION, ATHLETIC TRAINING AND SPORT MANAGEMENT MAJORS

The mission of the Physical Education, Athletic Training and Sport Management Department at Limestone College is twofold. First, to provide the coursework,

## PHYSICAL EDUCATION/STRENGTH & CONDITIONING

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

### Physical Education Required Core Courses

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

Physical Education 201, 202, 301, 302, and any two Physical Education activity courses from 129 through 170;  
Biology 101, 210 and 211.

### PHYSICAL EDUCATION/ GENERAL MAJOR

The Physical Education/General major consists of the 26 semester hour Physical Education Core plus 25-28 semester hour concentration. The concentration consists of the following: The student must complete Physical Education 200W, 217, 218, 219, 454, 490 and twelve semester hours of Physical Education electives numbered 300 or above.

This major requires 3 hours of Writing Intensive Courses.

### PHYSICAL EDUCATION/ STRENGTH & CONDITIONING MAJOR

The Physical Education/Strength and

Conditioning major consists of the 26 semester hours of Physical Education Core plus a 40 semester hour concentration. The concentration consists of the following: Chemistry 105, Mathematics 200; Physical Education 200, 210, 305, 320A, 322,324, 326, 333, 400W, 401, 410, and 492; and Psychology 204.

### PHYSICAL EDUCATION/ TEACHER EDUCATION MAJOR

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

#### NASPE GUIDELINES

#### 1. Scientific and Theoretical Knowledge

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

## 2. Skill and Fitness Based Competence

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

## 3. Planning and Implementation

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

## 4. Instructional Delivery and Management

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

## 5. Impact on Student Learning

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

## 6. Professionalism

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals

## PHYSICAL EDUCATION/TEACHER EDUCATION

- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

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

### LIMESTONE COLLEGE'S TEACHER EDUCATION DISPOSITIONS

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

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

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

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

Enlightened educators have a sense of efficacy about their profession. They believe in education and in the prospect that it can be effective. They are committed to

their colleagues and to their profession. Enlightened educators reflect on their practice and they embrace growth and positive change.

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

Enlightened educators are responsible citizens they possess a sense of emotional maturity, personal integrity, and social responsibility.

### PHYSICAL EDUCATION/ TEACHER EDUCATION MAJOR

A. General Education

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

C. Education Courses:

Education 200, 209, 304, ED 310

D. Supplemental Courses

\*Biology 101, 210 and 211

\*Psychology 101 and 204

\*May count for General Education Requirements

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

Note: All physical education teacher candidates must demonstrate competencies in a variety of activities and maintain an appropriate fitness level. As such, each physical education teacher candidate must receive a grade of B or better in Net Sports, Field/Court I, Field/Court II, and the three required physical activity

## PHYSICAL EDUCATION/TEACHER EDUCATION

classes. All physical education teacher candidates will be tested for his/her fitness level using FITNESSGRAM®, or other appropriate standardized fitness testing programs, during first entry into the physical education teacher education program and retested during his or her final year. If a student needs an accommodation to achieve the course requirements, an interaction process, including the student, will be engaged to determine appropriate accommodations.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

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

1. Submit passing scores on the Praxis I Series as required by the State of South Carolina. All students, even college graduates, must pass Praxis I or have the appropriate ACT/SAT scores to be exempt.
2. Successfully complete Education 200. Graduates of the Teacher Cadet Program receive transfer credit for Education 200.
3. Complete 45 semester hours of college credit with a cumulative Grade

Point Ratio of 2.6 on a 4.0 scale.

4. Submit with the application three letters of recommendation or reference forms, one each from a professor of general education, a professor in education, and a public school professional.
5. Gain approval by the faculty of the academic division of Limestone College in which the degree program is administered.
6. Gain approval by the Teacher Education Committee.

### APPLICATION FOR CLINICAL PRACTICE

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

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

Candidates must pass the required Praxis II content area examinations and Principles of Learning and Teaching examination by the specified deadline date prior to clinical practice. In addition to completing required courses, students applying for entrance into clinical practice must have approval of the faculty of the academic division, and must submit a formal application to the Teacher Education Committee by the specified deadline date which is generally 10 months prior



## PHYSICAL EDUCATION/ATHLETIC TRAINING

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

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

### COACHING MINOR

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

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

### PHYSICAL EDUCATION MINOR

For a minor in Physical Education, 22 semester hours are required as follows:

Physical Education 200W, 201, 202, 301, 302, any three Physical Education activity courses from

129 through 170 and four semester hours of Physical Education electives numbered 300 or above.

### ATHLETIC TRAINING MAJOR

The Athletic Training Program at Limestone College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (512) 733-9700.

Students who pursue this major will earn a Bachelor of Science Degree in Athletic Training and will be enabled to challenge the Board of Certification (BOC) Examination.

### Mission Statement of the Athletic Training Program

It is the mission of the Athletic Training Program at Limestone College to provide our athletic training students (ATs) with a well-rounded liberal arts education that is grounded with quality instruction and hands-on clinical experiences, which will ultimately prepare them for a career in the athletic training profession. It is our intent to produce competent, confident, and dedicated professionals who are enabled to function independently in a variety of settings. Upon meeting all graduation requirements and passing the BOC Examination, our ATs will find themselves prepared for an entry-level position within the profession.

### Athletic Training Program Goals

Upon successful completion of the Athletic Training Program.

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

through individual and collaborative effort.

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

### **Admissions Requirements for the Athletic Training Program**

#### **Observation Period**

Students interested in the Athletic Training Program must go through an observation and application process. Admittance to the program occurs at the conclusion of the spring semester. Students must enroll in AT 180: Fundamentals of Athletic Training, AT 188: Athletic Training Practicum, BI 101: Introduction to Biology I, BI 210: Anatomy and Physiology I, BI/PE 285: Medical Terminology, and complete a 50-hour observation period prior to making their application for the Athletic Training Program.

#### **Application Period**

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

Training Program: medical history and physical examination, health insurance, immunization record, proof (or declination) of the Hepatitis-B vaccination series, technical standards, bloodborne pathogen and disease prevention training, confidentiality/FERPA training, and a signed ATS Handbook, and a signed ATS Handbook, and Confidentiality Agreement, and Active Communicable/Infectious Disease Policy.

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

#### **Admission Criteria**

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

- A minimum 2.5 cumulative GPA.
- A "C" or better in AT 180: Fundamentals of Athletic Training and AT 188: Athletic Training Practicum I.
- A "C" or better in BI 101: Introduction to Biology I, BI 210: Anatomy and Physiology I, and BI/PE 285: Medical Terminology
- Completion of a 50 hour observation period.
- Submission of an application, letter of intent, and three letters of recommendation.
- An interview with the Athletic Training faculty and staff.
- Demonstration of skills and traits

# ATHLETIC TRAINING

(dependability, responsibility, integrity, initiative, and communication skills) that are mandatory for an entry-level certified athletic trainer.

- Verification of a Medical History and Physical Examination.
- Verification of Health Insurance.
- Verification of Technical Standards.
- Verification of Bloodborne Pathogen and Disease Prevention Training.
- Verification of Immunization Records.
- Verification/declination of the Hepatitis-B vaccination series.
- Verification of confidentiality/ FERPA training
- A signed ATS Handbook, Confidentiality Agreement and Active Communicable/Infectious Disease Policy.

## Transfer Students

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

not accredited by CAATE.

## Technical Standards

The Athletic Training Program at Limestone College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The technical standards set forth by the Athletic Training Program establish essential qualities considered necessary for students admitted to the program to achieve the knowledge, clinical skills, and physical demands of an entry-level Athletic Trainer and to meet the expectations of the program's accrediting agency (CAATE.) Students that apply to the Athletic Training Program must demonstrate a fulfill a minimum level of physical and cognitive ability of the technical standards. All technical standards are in accordance with Limestone College's policies and procedures.

## Costs Associated with the Athletic Training Major

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

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

## Academic Requirements

In order to remain in good standing within the Athletic Training Program, the fol-

lowing academic requirements must be maintained:

- A minimum 2.5 cumulative GPA
- A “C” or better in all Athletic Training Courses. Failure to earn a “C” or better will result in suspension from the Athletic Training Program until the ATS retakes in the course. The ATS must earn a “C” or better in order to progress in the Athletic Training Program.
- A “C” or better in BI 101: Introduction to Biology I, BI 210: Anatomy and Physiology I, and BI 211: Anatomy and Physiology II. The ATS must earn a “C” or better in order to progress in the Athletic Training Program.

### Graduation Requirements

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

- A minimum of 2.5 cumulative GPA.
- A "C" in all athletic training courses.
- A “C” or better in BI 101, BI 210, BI 211, BI/PE 285, MA 200, PE 201, PE 301, PE 302, PE 333, and PS 101.

### Please Note

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

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## ATHLETIC TRAINING REQUIRED COURSES

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AT 180 Fundamentals of Athletic Training  
 AT 201 Emergency Care in  
     Athletic Training  
 AT 280 Clinical Anatomy I

AT 281 Clinical Anatomy II  
 AT 370 Medical Conditions in  
     Athletic Training  
 AT 380/AT 380H Orthopedic Injury  
     Evaluation I  
 AT 381 Orthopedic Injury Evaluation II  
 AT 383 Therapeutic Modalities in  
     Athletic Training  
 AT 385/AT385H Rehabilitation in  
     Athletic Training  
 AT 387 Basic Pharmacology and Nutrition  
     in Athletic Training  
 AT 452 Senior Seminar  
 AT 481/AT 481H Organization and  
     Administration of Athletic Training  
 AT 490W Athletic Training Internship  
 AT 188, 189, 288, 289, 388, 489: Athletic  
     Training Practicum Courses

### Other Courses Required for the Major

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

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## COURSE OFFERINGS IN ATHLETIC TRAINING

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AT 180 Fundamentals of Athletic Training  
 AT 188 Athletic Training Practicum I  
 AT 189 Athletic Training Practicum II  
 AT 201 Emergency Care in  
     Athletic Training  
 AT 280 Clinical Anatomy I  
 AT 281 Clinical Anatomy II  
 AT 288 Athletic Training Practicum III  
 AT 289 Athletic Training Practicum IV  
 AT 370 Medical Conditions in  
     Athletic Training

# ATHLETIC TRAINING/PHYSICAL EDUCATION

- AT 380/AT 380H Orthopedic Injury Evaluation I (Laboratory Component)
- AT 381 Orthopedic Injury Evaluation II (Laboratory Component)
- AT 383 Therapeutic Modalities in Athletic Training (Laboratory Component)
- AT 385/AT 385H Rehabilitation in Athletic Training (Laboratory Component)
- AT 387 Basic Pharmacology and Nutrition in Athletic Training
- AT 388 Athletic Training Practicum V
- AT 452 Senior Seminar
- AT 481/AT 481H Organization and Administration of Athletic Training
- AT 488 Athletic Training Practicum
- AT 489 Athletic Training Practicum VI
- AT 490W Athletic Training Internship

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## COURSE OFFERINGS IN PHYSICAL EDUCATION

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### Activity Courses

The activities program is designed to provide instruction in motor skills in a variety of sport, exercise, dance, and recreational activities at the beginning and intermediate levels for the general college student. Activity courses are open to all students except intercollegiate athletes in their respective sports. Participants who are members of intercollegiate teams throughout a complete season may earn one semester hour of activity credit for the experience. Total credit towards graduation is limited to two semester hours.

Activity courses will normally meet two periods a week for one-half of a semester. Each activity course will carry one semester hour of credit. All physical education activity courses (except for PE 159 and PE 170) will have a lab fee of \$10.

### Activity Courses

- PE 129 Special Activities
- PE 130 Yoga
- PE 131 Swimming and Water Safety
- PE 132 Recreational Dance
- PE 133 Tumbling and Gymnastics
- PE 134 Weight Training
- PE 135 Ballet Dance
- PE 136 Tap Dance
- PE 137 Modern Dance
- PE 138 Jazz Dance
- PE 139 Aerobic Conditioning
- PE 140 Zumba
- PE 142 Musical Theatre Dance
- PE 143 Tap Dance II
- PE 144 Ballet Dance II
- PE 145 Lacrosse
- PE 153 Badminton
- PE 155 Golf
- PE 156 Tennis
- PE 159 Bowling
- PE 161 Volleyball
- PE 162 Basketball
- PE 164 Softball
- PE 165 Soccer
- PE 166 Flag Football
- PE 167 Group Fitness
- PE 170 Intercollegiate Athletics

### Theory Courses

- PE 200W Foundations of Physical Education
- PE 201 Personal and Community Health
- PE 202 First Aid and Cardiopulmonary Resuscitation
- PE 203 Theory and Practice of Coaching Basketball
- PE 208 Theory and Practice of Coaching Soccer
- PE 209 Theory and Practice of Coaching Baseball
- PE 210/PE210H Basic Care and Prevention of Athletic Injuries

## PHYSICAL EDUCATION/SPORT MANAGEMENT

PE 212 Theory and Practice of Coaching  
Football

PE 213 Theory and Practice of Coaching  
Lacrosse

PE 217 Net Games

PE 218 Field and Court I

PE 219 Field and Court II

PE 222/PE 222H Sport Literature and  
Communications

PE 285 Medical Terminology

PE 301/PE 301H Kinesiology

PE 302/PE 302H Exercise Physiology

PE 303W The Principles and Problems  
of Coaching

PE 305 Sports Nutrition

PE 307 Human Performance Laboratory

PE 314/PE 314H Health and Physical  
Education in the Elementary School

PE 315 Physical Education for the  
Elementary Teacher

PE 320A Measurement and Evaluation in  
Physical Education

PE 322 Motor Behavior

PE 323 Exceptional Child

PE 324 Energy System Development

PE 326 Strength Training and Fitness  
Program Design

PE 327 Behavioral Nutrition and  
Physical Activity

PE 329 Sport Law

PE 330W/PE 330H Sports and History

PE 333 Strength & Power Development

PE 400W/PE 400H Management of  
Physical Education, Health, and  
Sports Programs

PE 401 Strength and Conditioning  
Practicum

PE 410/PE 410H Psychology of Sport

PE 413 Teaching School Health

PE 414 Health and Physical Education in  
the Secondary School

PE 452 Clinical Practice

PE 453W Issues and Trends in Physical  
Education

PE 454 Physical Education Seminar

PE 490 Physical Education Internship

PE 491 Coaching Internship

PE 492 Strength and Conditioning  
Internship

PE 493 Field Experience for Physical  
Education Majors

PE 494 Sport Management Internship

### SPORT MANAGEMENT MAJOR

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

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

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

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

This major requires 3 hours of Writing Intensive Courses.



## DIVISION OF NATURAL SCIENCES

# DIVISION OF NATURAL SCIENCES

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

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

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

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

### BIOLOGY MAJOR

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

### CORE REQUIREMENTS FOR ALL BIOLOGY MAJORS

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

Biology 101 and 102, 282, 308, 459

### ADDITIONAL REQUIREMENTS FOR ALL BIOLOGY MAJORS

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

### PRE-PROFESSIONAL CONCENTRATION

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

Biology 101, 102, 210, 211, 282, 308, 459

Students must take 12 additional hours of biology electives. Biology 303, 307, and Biology 315/Chemistry 315, Biology 415/Chemistry 415 are strongly recommended electives for majors in the Pre-Professional concentration, although students should consult their advisor and their desired professional program when selecting Biology elective courses.

Required Math/Science courses for the Pre-Professional concentration include: Chemistry 110, and 111 with laboratory, Chemistry 303 and 304 with laboratory, Physics 201 and 202 with

laboratory or Physics 301, and 302 with laboratory, Mathematics 122 and 205.

### **CELLULAR AND MOLECULAR BIOLOGY CONCENTRATION**

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

Biology 101, 102, 282, 307, 308, Biology 315/Chemistry 315, 459, 480

Students must take eight additional hours of biology electives.

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

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

Chemistry 110, 111, 303 and 304  
Physics 201, 202 or 301, 302  
Mathematics 205 and 206 (MA 122 is currently a pre-requisite for MA 205)

It is recommended that majors in this concentration select Biology 415/Chemistry 415; Physics 301 and 302. Mathematics 200 and 319 is strongly recommended for those students intending to pursue post-baccalaureate education.

### **ORGANISMAL BIOLOGY CONCENTRATION**

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

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

Students must take eight additional hours of biology electives.

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

Required Math/Science courses for the Organismal concentration include:

Chemistry 110 and 111  
Mathematics 122 or 205, 200 and 319

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

Physics 201 and 202 or 301 and 302  
Chemistry 303 and 304  
Biology/Chemistry 315

### **GENERAL BIOLOGY CONCENTRATION**

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

#### **Biology Core**

BI 101, BI 102, BI 282, BI 308, BI 459

Eight hours of BI 200 level or above electives



## BIOLOGY/CHEMISTRY

Twelve hours of 300-400 level or above BI electives

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

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

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

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

Physics 201 and 202, 301 and 302  
Chemistry 303 and 304  
Biology 315 /Chemistry 315  
Mathematics 205, 206 or 319

### BIOLOGY MINOR

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

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### COURSE OFFERINGS IN BIOLOGY

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BI 101/BI 101H Introduction to Biology I  
BI 102 Introduction to Biology II  
BI 108 Environmental Science (w/ Lab)  
BI 110 Fundamentals of Biology  
BI 114W/BI 114 WH Human Biology (w/Lab)  
BI 202/BI 202H Zoology  
BI 203 Botany  
BI 210 Human Anatomy and Physiology I  
BI 211 Anatomy and Physiology II  
BI 282/BI 282H Genetics  
BI 285 Medical Terminology  
BI303/BI 303H Comparative Anatomy  
BI 307/BI 307H Microbiology

BI 308/ Molecular Cell Biology  
BI 309 Exercise Physiology  
BI 311 Human Performance Laboratory  
BI 315/CH 315 Principles of Biochemistry  
BI 320/BI 320H Immunology  
BI 322 Entomology  
BI 324 Forensic Biology  
BI 406/BI 406H Pathophysiology  
BI 415/CH 415 Advanced Biochemistry  
BI 430W/BI 430H Ecology  
BI 459 Capstone Course  
BI 480 Undergraduate Research

### CHEMISTRY MAJOR

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

Chemistry 110-111, 303-304, 401 & 402, 403, 404: 452w; Mathematics 205 & 206; and Physics 201 & 202 or Physics 301-302. A minimum of 3 additional semester hours of 300 or 400 level Chemistry (excluding Laboratory Assistant) courses are required.

This major requires 3 hours of Writing Intensive Courses.

### CHEMISTRY MINOR

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

Chemistry 110-111, 303 and 304 and a minimum of 4 additional semester hours of 300 or 400 -level Chemistry courses (excluding Laboratory Assistant).

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### COURSE OFFERINGS IN CHEMISTRY

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CH 100 Fundamentals of Chemistry  
CH 105 Essentials of Chemistry  
CH 106, 206, 306, 406 Laboratory Assistant  
CH 110-111 General Chemistry I

## CHEMISTRY/COMPUTER SCIENCE

- CH 120 Science in Society
- CH 303-304 Organic Chemistry
- CH 315/Biology 315 Principles of Biochemistry
- CH 401 & 402 Physical Chemistry I and II
- CH 403W Quantitative Analysis
- CH 404 Instrumental Analysis
- CH 415/BI 415 Advanced Biochemistry
- CH 452W Chemistry Seminar
- CH 480 Undergraduate Research
- CH 482 Undergraduate Research: The Proposal
- CH 483 Undergraduate Research: The Experiment

### COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

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

### COMPUTER SCIENCE AND INFORMATION TECHNOLOGY MAJOR

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

- Programming
  - Computer and Information Systems Security
  - Information Technology
  - Web Development and Database
- This major requires 3 hours of Writing Intensive Courses.

### COMPUTER SCIENCE AND INFORMATION TECHNOLOGY CORE COURSES

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

CS 102, 103, 105, 201, 202, 205

### PROGRAMMING CONCENTRATION

A Computer Science Programming concentration consists of 48 semester hours in CS and Mathematics courses. The following courses are required: Computer Science Core, CS 206, 220, 303, 304, 306, 330, 441, 470, Mathematics 115 and 150.

### COMPUTER AND INFORMATION SYSTEMS SECURITY CONCENTRATION

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

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

### INFORMATION TECHNOLOGY CONCENTRATION

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

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

## COMPUTER SCIENCE

### WEB DEVELOPMENT AND DATABASE CONCENTRATION

A Web Development and Database concentration consists of 48 semester hours in CS courses. The following courses are required:

Computer Science Core, CS 234, 236, 304, 305, 330, 335, 340, 426, 441, 470.

### COMPUTER SCIENCE SOFTWARE APPLICATIONS MINOR

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

CS 102, 103, 105, 202, 234, plus either CS 310 or CS 426.

### COMPUTER SCIENCE WEB DEVELOPMENT MINOR

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

CS 102, 103, 105, 234, 335, and 340.

### COMPUTER AND INFORMATION SYSTEMS SECURITY MINOR

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

requires a minimum of 18 semester hours and completion of course requirements with a minimum 2.0 GPA. Eighteen semester hours including the following:

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

### COMPUTER SCIENCE ASSOCIATE DEGREES

#### Computer Information Technology

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

CS 102, 103, 105, 202, 234, 310, and 426.

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

#### Computer Science Web Development

A student desiring an associate degree in Computer Science Web Development must complete the 21 semester hours of the following courses:

CS 102, CS 103, 105, 234, 236, 335, and 340.

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

#### Computer Science Programming

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

# COMPUTER SCIENCE/MATHEMATICS

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

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

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## COURSE OFFERINGS IN COMPUTER SCIENCE

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CS 102 Microcomputer Applications  
CS 103 Basic Concepts of the Internet  
and the World Wide Web  
CS 105 Introduction to Computer  
Science  
CS 110 Survey of Programming  
Languages  
CS 201 Operating Systems and  
Networking Fundamentals  
CS 202 Advanced Microcomputer  
Applications  
CS 205 Programming I: Procedural  
Programming  
CS 206 Programming II:  
Object Oriented Programming  
CS 207 Cryptography & Access  
Control  
CS 208 Telecommunications &  
Network Security  
CS 209 Multimedia in the Classroom  
CS 220 C# Programming  
CS 227 E-Business Technologies  
CS 234 Web Page Development  
CS 236 Introduction to Scripting  
CS 242 Internet/Intranet Management  
CS 303 Programming III: Advanced  
Algorithms and Data Structures  
CS 304 Information Systems Analysis  
and Design  
CS 305 Database Management  
CS 306 Visual Programming

CS 307 Computer Compliance,  
Regulations, & Investigations  
CS 309 Operations & Physical Security  
CS 310 Office Application  
Programming VBA  
CS 311 Information Security and  
Risk Management  
CS 320 History of Business and  
Technology  
CS 322 Implementing Internet/Intranet  
Firewalls  
CS 330 Internet Programming  
CS 331 Internet Programming III  
CS 335 Web Development Tools  
CS 340 Internet Graphics  
CS 360 Programming V: Design and  
Structure of Programming  
Languages  
CS 403 Theory of Computation  
CS 404 Continuity and Disaster  
Recovery Planning  
CS 407 Application Security  
CS 409 Security Architecture and  
Design  
CS 425 Internet Security  
CS 426 Internet Database  
CS 431 Internet Site Operations  
CS 432 Internet Database II: Scripting  
CS 435 Internet Programming IV  
CS 441 Project Management  
CS 470W Capstone Project  
CS 490 Computer Science Internship

## MATHEMATICS

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

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

General Education courses as outlined in the Catalog and:

# MATHEMATICS

Mathematics 160, 200, 205, 206, 230, 300, 301, 304W, 307, 308, 320, 425 and 426:

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

This major requires 3 hours of Writing Intensive Courses.

## MATHEMATICS EDUCATION MAJOR

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

- A. General Education  
Completion of the General Education course curriculum
  - B. Professional Education
    - Education 200, 301 M, 302 M, 304 and 310
    - Psychology
      - Psychology 101, 204, and 320
    - Computer Science
      - Computer Science 209
    - Physics
      - Physics 201 and Physics 202 or Physics 301 and Physics 302
    - Mathematics
      - Mathematics 115, 122, 160, 200, 204, 205, 206, 230, 300, 304W, 307, 320, 350, 351, and 452
- This major requires 3 hours of Writing Intensive Courses.

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

- A. A Bachelor's degree.

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

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

## MATHEMATICS MINOR

A minor in mathematics is offered requiring at least 18 hours of mathematics courses numbered MA 160 or above, which cannot include MA 350, MA 351, or MA 452, and which must include at least six hours in 300-level or above courses.

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## COURSE OFFERINGS IN MATHEMATICS

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- MA 093 Development Algebra
- MA 104 Recreational Mathematics
- MA 110 Mathematics for the Liberal Arts Student
- MA 115 College Algebra
- MA 116 Mathematical Analysis for Business, Economics, and Social Science
- MA 319 Intermediate Statistics
- MA 122 Precalculus
- MA 150 Introduction to Calculus for Business
- MA 160 Mathematical Logic and Set Theory
- MA 200 Elementary Statistics
- MA 204 College Geometry
- MA 205 Calculus I
- MA 206 Calculus II
- MA 230 Introduction to Linear Algebra
- MA 300 Discrete Mathematics
- MA 301 Ordinary Differential Equations
- MA 304W The History of Mathematics
- MA 307 Calculus III
- MA 308 Calculus IV

## MATHEMATICS/PHYSICS/SCIENCE

- MA 317 Probability Theory and Applications
- MA 319 Intermediate Statics
- MA 320 Modern Algebra
- MA 350 Methods of Teaching Mathematics in the Secondary School I
- MA 351 Methods of Teaching Mathematics in the Secondary School II
- MA 415 Mathematical Statistics
- MA 425 Real Analysis
- MA 426 Numerical Analysis
- MA 452 Clinical Practice

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

### **COURSE OFFERINGS IN PHYSICS**

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

### **COURSE OFFERINGS IN SCIENCE**

- SC 101 Physical Geology
- SC 130 Planets, Stars, and Galaxies (with Lab)
- SC 201W/201WH Science and Religion
- SC 203 Great Themes of Science



## DIVISION OF PROFESSIONAL STUDIES

# DIVISION OF PROFESSIONAL STUDIES

The Division of Professional Studies presents an opportunity to study Business Administration, Economics, Health Care Administration, Human Resource Management. Majors and/or concentrations are offered in the following areas:

### **Business Administration**

Accounting  
Computer Science Programming  
Computer and Information Systems  
Security  
Economics  
Finance  
General Business  
Management  
Marketing

### **Health Care Administration**

### **Human Resource Management**

Training and Development

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

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

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

### **BUSINESS ADMINISTRATION MAJOR**

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

political, economic, and technological business environment.

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

Accounting  
Computer Science Programming  
Computer and Information  
Systems Security  
Economics  
Finance  
General Business  
Management  
Marketing

This major requires 3 hours of Writing Intensive Courses.

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

### **Basic Business Core Requirements**

Business Administration 200, 207, 208, 215, 300, 310, 312, 315, 341, 452, 360; Computer Science 105; Economics 203, 204; Mathematics 116 or above (except MA 200). For students transferring a math course prior to enrollment at Limestone College, MA 115 or above.

### **ACCOUNTING CONCENTRATION**

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

- A. The Business Core Requirements.
- B. Business Administration 330-331 are required, plus six semester hours at the 300-400 level from

the courses listed below.

Business Administration 332, 337, 406, 436..

## **COMPUTER SCIENCE CONCENTRATIONS**

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

### **Computer Science Programming**

- A. The Business Core Requirements.
- B. CS 201 and 205 are required plus nine semester hours from the following courses: CS 103, 206, 220, 234, 236, 242, 306 or 330, 331, 490.

### **Computer and Information Systems Security**

The Computer and Information Systems Security concentration requires the course business requirements plus a minimum of 15 hours in: CS 201, CS 207, CS 208, CS 307, CS 311

## **ECONOMICS CONCENTRATION**

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

- A. The Business Core Requirements.
- B. Economics 301 and 302 are required plus nine semester hours with at least six semester hours at the 300-400 level from the courses listed below.  
Economics 211, 220, 304, 307, 316, 334, 350 or 492

## **FINANCE CONCENTRATION**

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

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

## **GENERAL BUSINESS CONCENTRATION**

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

## **MANAGEMENT CONCENTRATION**

This curriculum is designed to prepare students for entry-level supervisory positions with opportunities for promotion. By providing a fundamental understanding of the management competencies needed to thrive in today's



## MARKETING/BUSINESS ADMINISTRATION

business world, the curriculum is designed to prepare students to enter the business world, and to ready them for career advancement through executive development programs and/or graduate studies in professional fields such as Business Administration, Law, and Public Administration.

- A. The Business Core Requirements.
- B. Fifteen semester hours from the following courses: Business Administration 311, 318, 323, 326, 346, 350, 401, 406, 411 or 494

### MARKETING CONCENTRATION

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

- A. Completion of the Business Core Requirements.
- B. Fifteen semester hours from the following courses: Business Administration BA 319, 329, 335, 342, 343, 345, 346, or 495

### BUSINESS ADMINISTRATION MINOR

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

## BUSINESS ADMINISTRATION ASSOCIATE DEGREE

### General Business

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

The student must complete 18 semester hours in Business Administration and Economics including: Business Administration 207, 300, 341, and Economics 203 or 204. The remaining courses for a minimum total of 62 semester hours may be selected from any of the courses listed in the catalog with the concurrence of the student's faculty advisor.

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### COURSE OFFERINGS IN BUSINESS ADMINISTRATION

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- BA 103/BA 103H Introduction to Business
- BA 104 Personal Money Skills
- BA 200 Elementary Statistics
- BA 207 Financial Accounting
- BA 208 Managerial Accounting
- BA 215W/BA 215H Business Communication
- BA 218 Students in Free Enterprise
- BA 220 Students in Free Enterprise
- BA 221 Accounting Systems
- BA 300/BA 300H Principles of Management
- BA 305 Governmental and Non-for-Profit Accounting
- BA 308 Money and Banking
- BA 310/BA 310H Ethical Issues in the Workplace
- BA 311 Staffing and Labor Relations
- BA 312/BA 312H Business Finance
- BA 315 Business Law I
- BA 316 Business Law II
- BA 317 Legal Issues in Technology
- BA 318/BA 318H Small Business Management

# BUSINESS ADMINISTRATION/ECONOMICS/HEALTH CARE

BA 319 Public Relations  
BA 323 Organizational Behavior  
BA 324 Managing Diversity in  
the Workplace  
BA 326 Principles of Project  
Management  
BA 329 Branding  
BA 330, 331 Intermediate  
Accounting I and II  
BA 332 Income Tax Accounting  
BA 333 Intermediate Finance  
Management  
BA 334 Investments  
BA 335 Integrated Marketing  
Communications  
BA 337 Cost Accounting  
BA 340 International Finance  
BA 341 Principles of Marketing  
BA 342 Internet Marketing  
BA 343 Principles of Advertising  
BA 345 Consumer Behavior  
BA 346 Sales Management  
BA 350 Leadership in Organizations  
BA 360 World Trade and  
International Business  
BA 401 Performance Management  
BA 404 Cases in Finance  
BA 406 Supply Chain Management  
BA 411 Moral Leadership  
BA 436 Auditing  
BA 452W Business Policy  
BA 491 Accounting Internship  
BA 493 Finance Internship  
BA 494 Management Internship  
BA 495 Marketing Internship

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## COURSE OFFERINGS IN ECONOMICS

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

EC 301 Intermediate  
Microeconomics Analysis  
EC 302/302H Intermediate  
Macroeconomics Analysis  
EC 304, Health Care Economics  
EC 307 Money and Banking  
EC 316 Managerial Economics  
EC 334 Investments  
EC 350 United States Economic History  
EC 360 World Trade and  
International Business  
EC 492 Economics Internship

## HEALTH CARE ADMINISTRATION MAJOR

The Health Care Administration program prepares those anticipating a career in administrative positions in health care. Students will be exposed to all areas of health care administration including finance, legal issues, healthcare information systems, and economic issues surrounding the administration and delivery of health care. The curriculum is designed to prepare students to enter graduate school in business or Health Care Administration or in entry level jobs such as: Healthcare account manager, case manager, office manager, assistant hospital administrator, business development specialist, pharmaceutical sales, financial consultant, or reimbursement specialist. Students currently employed in the health care field may find that after completion of this program, they may advance to mid-level and upper-level positions.

- A. In addition to the general education requirements, the following courses are required: Business Administration 207, 208, 215, 300, 310, 312, 341; Computer Science 102; Economics 203; Health Care Administration 201, 301, 304, 315, 452; and Math 115 or 116 and 200.

## HEALTH CARE/HUMAN RESOURCE

- B. In addition to the required courses, students majoring in Health Care Administration are also required to take at least two of the following courses: Health Care Administration 310, 311, 410, 490
- C. Students must also select one of the following Business Administration Courses: 322, 323, 345, 350.

### HEALTH CARE ADMINISTRATION MINOR

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

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

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### COURSE OFFERINGS IN HEALTH CARE ADMINISTRATION

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

### HUMAN RESOURCE MANAGEMENT MAJOR

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

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

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

### TRAINING AND DEVELOPMENT CONCENTRATION

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

# HUMAN RESOURCE/INTERNATIONAL STUDIES

In addition to the Human Resource Management Core requirements, nine semester hours in Training and Development courses are required from the following list: Computer Science 202; Human Resource 201, 305, 450, 490.

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## **COURSE OFFERINGS IN HUMAN RESOURCE MANAGEMENT**

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- HR 103 Introduction to Human Resource Management
- HR 201 Training Material Design
- HR 303 Compensation and Benefits
- HR 305 Organizational Development
- HR 311 Staffing and Labor Relations
- HR 324 Managing Diversity in the Workplace
- HR 350 Leadership in Organizations
- HR 401 Performance Management
- HR 420 Staff Development and Training
- HR 450 Advanced Human Resource Development
- HR 452 Strategic Human Resource Management
- HR 490 Human Resource Internship

## **INTERNATIONAL STUDIES MINOR**

A student must complete the following courses: International Perspectives (12 semester hours)

International Studies 150 and 250; Foreign Languages (6 semester hours) - two courses from the same language - French 101, 102, or French 201, 202, or Spanish 101, 102, or Spanish 201, 202

Cultural and Historical Perspectives (3 semester hours)

Choose one courses from the following: English 206, 310, History 303, 321, 325, 339, 346 or Religion 210

Economic and Environmental Perspectives (6 semester hours)

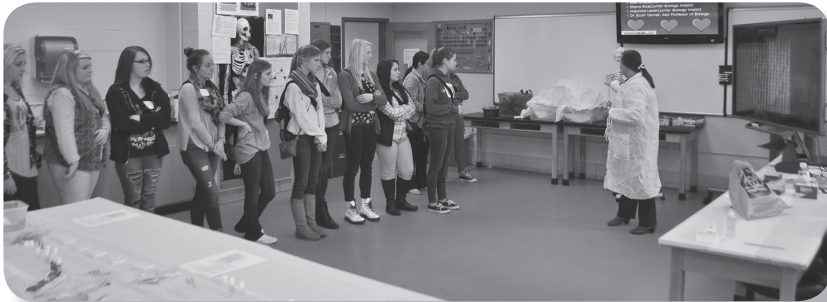
Choose two courses from the following: Business Administration/Economics 360, Biology 430, Economics 220, Geography/Economics 211, or Political Science 341, 342.

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## **COURSE OFFERINGS IN INTERNATIONAL STUDIES**

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



DIVISION OF  
PROFESSIONAL STUDIES

## DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

# DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The Division of Social and Behavioral Sciences presents an opportunity to study Criminal Justice, Political Science, Psychology, Social Work, Sociology, and Military Science.

Majors are offered in Criminal Justice, Psychology, and Social Work in preparation for careers in these fields or for graduate study. Degree requirements are described below and in the following pages.

Minors are offered in Criminal Justice, Military Science, and Psychology.

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

### CRIMINAL JUSTICE MAJOR

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

- A. A minimum of 24 semester hours in criminal justice courses, including the following:  
Criminal Justice 201, 203, 301, 310, 321, 330, 335, 420, 450W.
- B. A student must take an additional

24 hours of electives with at least 15 in Criminal Justice courses that are 300 level or higher.

The balance of electives may be taken in the disciplines of Psychology, Sociology, Political Science, Social Work, and Business Administration. This major requires 3 hours of Writing Intensive Courses.

### CRIMINAL JUSTICE MINOR

A minimum of 21 semester hours in criminal justice including:

Criminal Justice 201, 301, 321, 330, and 335.

An additional 6 semester hours of Criminal Justice courses, not to include Criminal Justice 490.

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

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### COURSE OFFERINGS IN CRIMINAL JUSTICE

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- CJ 201 Introduction to Criminal Justice
- CJ 203 Criminal Law
- CJ 210 Introduction to Private Security
- CJ 301/CJ 301H Law Enforcement Theory, Process and Practices
- CJ 305 Investigative Methodology in Criminal Justice
- CJ 310/CJ 310H Juvenile Justice
- CJ 321 Theories of Criminal Justice
- CJ 325/CJ 325H Ethics in Criminal Justice
- CJ 330W Corrections Theory, Process and Practices
- CJ 335 Courts Theory, Process and Practices
- CJ 340 Criminal Procedures

# CRIMINAL JUSTICE/PSYCHOLOGY

- CJ 345 Community Corrections
- CJ 350 Criminal Justice Management
- CJ 410 Social Control and Deviance
- CJ 420 Research Methods in Criminal Justice
- CJ 440/CJ 440H Constitutional Law
- CJ 450W Senior Seminar
- CJ 460 Special Topics in Criminal Justice
- CJ 490 Criminal Justice Internship

## PSYCHOLOGY MAJOR

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

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

### B.A. DEGREE

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

- A. PS 101, 200, 307, 309, 318, and PS 452.

- B. Students are required to take one of the following courses: PS 319, 400, 480 or special topics course
- C. Students are required to take one of the following: PS 208, 213, 301, 302;
- D. Students are required to take one of the following: PS 204, 303, 320;
- E. Students are required to take one of the the following: PS 306, 310, 314;
- F. Students are required to take one of the the following: PS 304, 305, 311.

An additional 12 hours of any psychology courses: students may also take SW 310 to count for these 12 hours.

### B.S. DEGREE

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

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

### PSYCHOLOGY MINOR

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

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

## PSYCHOLOGY/SOCIAL WORK

- D. A minimum of 3 semester hours selected from the following courses:  
PS 301, 302, 303, 307, or 400

A minimum of 3 semester hours selected from any Psychology course or SW310

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

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### COURSE OFFERINGS IN PSYCHOLOGY

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- PS 101/PS 101H Introduction to Psychology  
PS 105/PS 105H Psychology of Adjustment  
PS 200 Elementary Statistics  
PS 202 The Influence of Sexual Factors on Behavior  
PS 204/PS 204H Human Growth and Development  
PS 208 Career Counseling  
PS 213 Dynamics of Small-Group Interaction  
PS 301 Introduction to Counseling  
PS 302 Systems and Theories of Counseling and Psychotherapy  
PS 303 Health Psychology  
PS 304 Educational Psychology  
PS 305/PS 305H Learning and Memory  
PS 306/PS 306H Behavior Disorders  
PS 307/307H Social Psychology  
PS 309/PS 309H Tests and Measurements  
PS 310 Sensation and Perception  
PS 311/PS 311H Cognitive Psychology  
PS 314/PS 314H Biopsychology  
PS 318 Research Methods  
PS 319 Experimental Thesis  
PS 320 The Exceptional Child  
PS 323 Organizational Behavior  
PS 400/PS 400H Theories of Personality

- PS 452 Contemporary Issues in Psychology  
PS 480 Field Work in Psychology

### SOCIAL WORK MAJOR

- A. A Social Work major consists of 52 semester hours. Courses in the Social Work sequence are designed to prepare the baccalaureate Social Work major for beginning professional competence as a generalist social worker. This generalist approach is based upon a broad liberal arts foundation. The course content in the Social Work curriculum is approved by the South Carolina Board of Social Work Examiners, and the program is fully accredited by the Council on Social Work Education (CSWE). In addition to the courses required for the major, electives in the arts, sciences, foreign languages, economics, and political science are strongly advised. Specific requirements for admission to the Social Work Program may be found in the *Student Handbook of Social Work Program* located on the Limestone College Social Work website. Social Work students are required to purchase Liability Insurance before beginning their Field Placement. The following courses are required for the major with a grade of a "C" or better:

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

It is strongly recommended that Social Work courses are taken in sequence with appropriate prerequisites. It is also recommended that two Social Work

Electives be included in the student's academic program.

- B. The College and the Social Work Department require that students meet the following prerequisites prior to approval for Field Placement.

To enroll in Social Work 420a, and 420b, students must apply to the Director of Field Placement during the semester preceding anticipated field placement. All field placements must be completed within 6 months. (No exceptions.)

Students are required by the Social Work Department to earn a minimum of a "C" grade in all required major courses and an overall grade point average of 2.25 or better in the major. In order for a student to enter SW 420 A & B, they must have completed all course work.

This major requires 3 hours of Writing Intensive Courses.

**SOCIAL WORK  
ONLINE BSW MISSION,  
POLICY AND REQUIREMENTS**

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

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

- To prepare traditional and nontraditional students for employment as beginning generalist social workers and to prepare them for graduate study.

- To provide access to beginning social work education to diverse individuals and groups of students who for economic, social, or geographical reasons would not be able to pursue a social work education elsewhere, and through this process promote cultural diversity.
- To prepare graduates who are aware of their responsibility to continue their professional growth and development by providing up-to-date content about social work practice with client systems of various sizes and types while providing the most current content regarding the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change at all environmental levels.
- To integrate throughout the curriculum the values and ethics that guide professional social workers in their practice with special emphasis on social and economic justice.

**Policy Regarding Online Learning:**

The Limestone College Social Work Program reserves the right to deny an online application if they believe it is in a student's best interest to obtain education in the traditional classroom setting. It is our sincere desire to set students up for success. In doing this, we ensure that academic needs are met in a delivery format which best suits each student's learning style. Each admission request will be given full attention by the student's Social Work advisor and every consideration will be made to help students meet their individual education needs.



## SOCIAL WORK

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

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

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

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

### Requirements:

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

### Technology Requirements

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

- Access to a high-speed broadband Internet connection
- a personal computer with an up-to-date operating system (Windows XP or higher, or Mac OS 10.7 or higher)
- a modern web browser (Firefox strongly recommended)
- a headset with an attached microphone
- a webcam
- a quiet place to "attend" class (virtually) without interruption

### Computer Competencies Required

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

#### Operating systems:

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

#### E-Mail:

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

#### Manage Software Installations

Install and manage software to include Blackboard Collaborate.

## SOCIAL WORK/MILITARY SCIENCE/POLITICAL SCIENCE

### Information Retrieval:

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

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### COURSE OFFERINGS IN SOCIAL WORK

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- SW 101 Introduction to the Helping Professions  
SW 203 Introduction to Social Work as a Profession  
SW204 Social Welfare Programs and Policy  
SW 205W Human Behavior and the Social Environment I  
SW 206 The Influence of Sexual Factors on Behavior  
SW 207 Gerontology  
SW 208W Human Behavior and the Social Environment II  
SW209 Practice with Culturally Diverse Populations  
SW 212 Child Maltreatment and Family Preservation  
SW 214 Out of Home Care and Permanency Planning  
SW 230 Social Work Ethics  
SW 301 Social Work Intervention I: Individuals, Families and Small Groups  
SW 302 Social Work Specialized Groups  
SW 304 Social Work Intervention II: Large Groups and Community Organization  
SW 310 Domestic Violence  
SW 350 Social Work Research  
SW 420a, 420b, Field Practicum  
Note: Decisions regarding transfer credit will be determined by the Social Work Director in conjunction with the Registrar's Office.

### MILITARY SCIENCE MINOR

Twenty-three total semester hours are required for the minor. The following courses are required: MS 111, 112,

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

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### COURSE OFFERINGS IN MILITARY SCIENCE

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#### BASIC PROGRAM - A JOINT PROGRAM WITH WOFFORD COLLEGE

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- MS 111 Introduction to ROTC and the U.S. Army  
MS 112 Introduction to ROTC and the U.S. Army  
MS 211 ROTC Basic Military Skills  
MS 212 ROTC Basic Military Skills

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#### ADVANCED PROGRAM - A JOINT PROGRAM WITH WOFFORD COLLEGE

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- MS 301 Military Science  
MS 302 Military Science  
MS 401 Military Science  
MS 402 Military Science

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### COURSE OFFERINGS IN POLITICAL SCIENCE

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- PO 242 American National Government  
PO 243 State and Local Government  
PO 341/341H Comparative Governments  
PO 342/342H International Politics  
PO 343 Principles of Public Administration  
PO 440 Constitutional Law

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### COURSE OFFERINGS IN SOCIOLOGY

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

## ART

# COURSE DESCRIPTIONS

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

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### **AR 101 Basic Drawing and Composition**

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

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### **AR 102 Figure Drawing**

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

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### **AR 103 2D Design and Color Theory**

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

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### **AR 120 Introduction to Graphic Design**

A beginning class that focuses on designs formal structures. Students will be introduced to Adobe Design Software through a series of projects that utilize design fundamentals and introduce the concepts of creative problem solving. Prerequisites: AR101 or 102 and 103. Technology Fee. Credit, 3 hours.

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### **AR 200 Photography**

A course designed to introduce the photographic medium, history and techniques as a craft and as an art form. Contemporary to traditional techniques will be

explored. Students must furnish a camera under the specifications of the instructor. Lab fee. Credit, 3 hours.

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### **AR 201 Advanced Drawing**

An advanced drawing course emphasizing image development by compositional and structural analysis. Prerequisites: AR101, 102 and 103. (This course is highly recommended). Lab Fee. Credit, 3 hours.

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### **AR 202 Water Color**

An introductory course in basic techniques of watercolor painting. Lab fee. Credit, 3 hours. Prerequisites: AR101 or 102 and 103.

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### **AR 203 Beginning Painting**

An introductory course in painting. Basic knowledge of various painting media, their techniques, and applications will be investigated. Prerequisites: AR101 or 102 and 103. Lab fee. Credit, 3 hours.

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### **AR 208 Fundamentals of Sculpture**

A fundamental course focusing on issues of creating art works in three-dimensional form. Various design studies and techniques will be explored. Lab fee. Credit, 3 hours.

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### **AR 210 Ceramics I**

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

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### **AR 211 Ceramics II**

A fundamental course in throwing on the potter's wheel. AR210 recommended. Lab fee. Credit, 3 hours.

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### **AR 213 Crafts**

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

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### **AR 220 Typography and Visual Communication**

This course explores the key elements of visual communication and the rela-

relationship of text and image. Emphasis is placed on conceptual thinking, formal relationships, and audience. Assignments focus on typography, hierarchy, composition, and computer production skills. Prerequisites: AR 101 or 102 and 103. Technology fee. Credit, 3 hours.

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### **AR 240/AR 240H Art Appreciation**

An introductory course in art: its forms, elements, styles, and purposes and its history in relation to its total culture. Credit, 3 hours.

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### **AR 250/AR 250H Prehistoric Art to Gothic Art**

A chronological survey of the history of art from the prehistoric through the Gothic period-including the aesthetic, philosophical, political, religious, cultural, and social influences of each period on the art of that period. Credit, 3 hours.

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### **AR 260/AR 260H Renaissance Art to Modern Art**

A chronological survey of the history of art from the Renaissance through the Twentieth Century-including aesthetic, philosophical, political, social, religious, and cultural influences of each period on the art of that period. Credit, 3 hours.

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### **AR 303 Painting II**

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

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### **AR 305 Printmaking and Design Techniques**

An introductory studio course in printmaking and the printing process. Pre-

requisites: AR 101 or 102 and 103. Lab fee. Credit, 3 hours.

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### **AR 320 Graphic Design III**

This course is an advanced study of visual communication principles and their applications to more complex and comprehensive design solutions. The development of cohesive design style is encouraged through a series of comprehensive cross platform media projects. Prerequisites: AR 101 or 102, 103, 120 or 220 and CS 103 and CS 234. Technology Fee. Credit, 3 hours.

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### **AR 370/AR 370H Contemporary Art History**

A writing intensive study of art. Prerequisites: AR 250 and 260 or by permission of the instructor. Credit, 3 hours.

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### **AR 403 Painting III**

An advanced course in painting requiring the completion of a series of problems in structure, image, and idea. Prerequisites: AR101, 102, 103, 203 and 303. Lab Fee. Credit, 3 hours.

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### **AR 440 Senior Seminar in Drawing**

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

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### **AR 470 Studio Problems**

Juniors and seniors may select up to nine (9) hours from the following areas: Drawing, Painting, Printmaking, Crafts, Ceramics, Photography, and Graphics. A course proposed by the student and approved by the instructor for the development of personal style, media, and source material. Permission of instructor required as well as appropriate prerequisites. Lab fee (per instructor's request). Credit, 3-9 hours.

## ART/ATHLETIC TRAINING

### **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

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### **AR 480 Art Internship**

An individually designed off-campus study, work, and/or research project under the joint supervision of an institutional sponsor and a faculty supervisor. The faculty supervisor and the student will develop a formal "Learning Agreement" which will consist of a course description, learning results, learning activities, learning documentation, and a learning evaluation. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Prerequisite: Permission of instructor and a minimum 2.5 grade point average. Credit, 3-6 hours.

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### **AR 490W/AR 490H W 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. Credit, 3 hours.

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### **COURSE OFFERINGS IN ATHLETIC TRAINING**

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#### **AT 180 Fundamentals of Athletic Training**

This is an introductory athletic training course that deals with the prevention and care of injuries and illnesses as they relate to physical activity. Three hours of lecture and two hours of laboratory per week. Prerequisites: Open to prospective athletic training students or by permission of the Program Director. Lab Fee: \$60. Credit, 4 hours.

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#### **AT 188 Athletic Training Practicum I**

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 180. Prerequisites: AT 180, and/or permission of the Program Director. Lab Fee: \$60. Credit, 1 hour.

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#### **AT 189 Athletic Training Practicum II**

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

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## **AT 201 Emergency Care in Athletic Training**

In this course, students will be educated on how to appropriately recognize and respond to emergent situations in a variety of settings. Students will also complete training through the American Red Cross in First Aid and in CPR/AED for the Professional Rescuer. Certification requirements must be met in order to progress within the Athletic Training Program. Prerequisite: AT 180, admission to the Athletic Training Program, and / or permission of the Program Director. Lab Fee: \$60. Credit, 3 hours.

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## **AT 280 Clinical Anatomy I (formerly AT 202A)**

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included in this course are palpation, range of motion testing, manual muscle testing, circulation testing, and neurological testing. These topics will be addressed for the shoulder, upper arm, hip, thigh, pelvis, cervical spine, head, face, eyes, ears, nose, and throat. Prerequisites: BI 210, admission to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 380. Credit, 2 hours.

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## **AT 281 Clinical Anatomy II (formerly AT 202B)**

A clinical approach to the human body with emphasis on the musculoskeletal system. Topics and skills included in this course are palpation, range of motion testing, manual muscle testing, circulation testing, and neurological testing. These topics will be addressed for the knee, lower leg, ankle, foot, spine, trunk, wrist, hand, fingers, and elbow Prereq-

uisites: BI210, admission to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: AT381. Credit, 2 hours.

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## **AT 288 Athletic Training Practicum III**

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 201, 280 and 380, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: AT 189 and/or permission of the Program Director. Credit, 1 hour.

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## **AT 289 Athletic Training Practicum IV**

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

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## **AT 370 Medical Conditions in Athletic Training**

This course is a study of general medical conditions that can affect the systems of the human body including medical examination, diagnostic imaging and testing, and differential diagnosis. Prerequisites: BI/PE 285, admission to the Athletic training Program, and /or permission of the Program Director. Credit, 2 hours.

---

## **AT 380/AT380H Orthopedic Injury Evaluation I**

This course is a study in the clinical evaluation and treatment of cranial, facial, eye, temporomandibular joint, shoulder, upper arm, thorax, abdomen, hip, thigh, pelvis, and cervical spine

## ATHLETIC TRAINING

injuries as they relate to various aspects of sports medicine trauma. Three hours of lecture and one hour of laboratory per week. Prerequisites: BI 210, admittance to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: AT 280. Credit, 4 hours.

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### **AT 381 Orthopedic Injury Evaluation II**

This course is a study in the clinical evaluation and treatment of wrist, hand, elbow, forearm, knee, patellofemoral joint, knee, lower leg, foot, ankle, and thoracic and lumbar spine injuries as they relate to various aspects of sports medicine trauma. Three hours of lecture and one hour of laboratory per week. Prerequisites: BI 210, admittance to the Athletic Training Program, and/or permission of the Program Director. Co-requisite: Athletic Training 281. Credit, 4 hours.

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### **AT 383 Therapeutic Modalities in Athletic Training**

This course is a study of the physical principles, physiological and therapeutic effects, indications and contraindications, and the standard operating procedures of therapeutic modalities employed in the athletic training setting. Three hours of lecture and one hour of laboratory per week. Prerequisites: AT 380, 381, BI 210 and 211, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 4 hours

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### **AT 385W/AT 385H Rehabilitation in Athletic Training**

This course is a study of the physical principles, physiological and therapeutic effects, indications and contraindications, and the standard operating procedures of therapeutic exercises employed in

the athletic training setting. Three hours of lecture and one hour of laboratory per week. Prerequisites: AT 380 and 381, 383, BI 210 and 211, admittance to the Athletic Training Program, and/or permission of the Program Director. Credit, 4 hours.

---

### **AT 387 Basic Pharmacology and Nutrition in Athletic Training**

(formerly AT 325)

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

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### **AT 388 Athletic Training Practicum V**

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

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### **AT 452 Senior Seminar**

This course is the capstone course for the Athletic Training Major. In this course, students will review and discuss athletic training coursework, current issues and trends in the profession, and research methodology in preparation to challenge the BOC Examination. Prerequisites: Senior status, admittance to Athletic Training Program, and/or permission of Program Director. Lab Fee: \$60. Credit, 2 hour.

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## **AT 481/AT481H Organization and Administration of Athletic Training**

(formerly AT 480)

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

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## **AT 488 Athletic Training Practicum**

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

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## **AT 489 Athletic Training Practicum VI**

Application and performance of cognitive and psychomotor competencies and selected clinical proficiencies learned in Athletic Training 370, 387 and 481, and assignment to a Clinical Preceptor for appropriate clinical experiences. Students supply own transportation. Prerequisites: AT 388 and/or permission of the Program Director. Lab Fee: \$30. Credit, 1 hour.

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## **AT 490 Athletic Training Internship**

The student is placed in a local high school or college setting to gain work-related experience consistent with the athletic training field of study. Internships are held at an institution that has been established as an affiliate clinical site and students are directly supervised by a Clinical Preceptor. Students are required to meet for one hour each week with the assigned instructor of this course. Students supply own transportation. Prerequisites: Senior standing, and a minimum cumulative and major 2.5 grade point

average. This internship is only available for six credit hours which equates to 250 clinical hours. Credit, 6 hours.

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

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## **COURSE OFFERINGS IN BIOLOGY**

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### **BI 101/ BI 101H Introduction to Biology I**

An introduction to the basic concepts in biology, covering the chemical basis of life, the cell, cellular respiration and photosynthesis, mitosis, meiosis, basic concepts of genetics, evolutionary concepts, and biological diversity. Laboratory required. Three hours of lecture and two hours of laboratory per week. Prerequisite: satisfactory completion of or exemption from EN 095 or better. BI 101 is a pre-requisite for BI 102. Lab Fee. Credit, 4 hours.

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### **BI 102/BI 102H Introduction to Biology II**

A continuation of BI 101, covering evolution, animal and plant form and function, and ecological concepts. Laboratory required. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 101, "C" or better must be made in Biology 102 to take any other course in biology (exception: students wishing to take Biology 210 must make a "C" or better in Biology 101 or Biology 110. Lab Fee. Credit, 4 hours.

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### **BI 108 Environmental Science (w/ Lab)**

Presents an overview of ecological concepts, but emphasizes the dependence of



## BIOLOGY

humans on the biosphere and the impact of human population growth and human activities such as industrialization and agriculture on the ecology. Issues such as individual and cultural accountability and sustainability are examined. Not applicable to Biology major. Includes one two-hour lab per week. Prerequisite: satisfactory completion of or exemption from English 095 or better. Lab fee. Credit, 4 hours.

### **BI 110 Fundamentals of Biology**

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

### **BI 114/BI 114H Human Biology**

(w/lab)

Presents the fundamentals of biochemistry, cell biology, tissue organization, human genetics, nutrition, and anatomy and physiology of the body systems. An understanding of these is integrated into an examination of human development, reproduction, disease, aging, behavior, and therapy. Current topics and ethical issues in human biology are explored in classroom discussion and through student assignments. This course is designed to

meet the needs of the non-science major. Prerequisite: English 095 or better. Lab fee. Credit, 4 hours.

### **BI 202/BI 202H Zoology**

Is a comprehensive study of all the major phyla in the animal kingdom; emphasizing relationships of various groups to each other, their evolution, morphology, and ecological relationships. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 101. Lab fee. Credit, 4 hours.

### **BI 203/BI 203H Botany**

Is an introduction to the structure and function of plants, including plant cells and tissues, photosynthesis and respiration, growth, reproduction, ecology, evolution and classification of plants. Laboratory required. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 102 or permission of instructor. Lab fee. 4 hours credit. Lab fee. Credit, 4 hours.

### **BI 210 Human Anatomy and Physiology I**

Serve as is the first half of a two part survey of the functional anatomy and physiology of the human body. This portion will include the microscopic and gross anatomy of human cells, tissues, and organs that compose the integumentary, skeletal, muscular, and nervous systems and how these body parts work and carry out their life sustaining activities. The aging process will be integrated with the appropriate systems. Biology 211 is a continuation of this course. There will be three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 101, 102 or "C" or better in Biology 110, 210. Lab Fee. Credit, 4 hours.

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**BI 211 Anatomy and Physiology II**

Is a continuation of BI 210, Anatomy and Physiology I, and is the study of the structure and function of the human circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. Physiological mechanisms will be emphasized and the aging process will be integrated with appropriate systems. Three hours of lecture and two hours of laboratory per week. Prerequisite: "C" or better in Biology 102 and "C" or better in Biology 210. Lab Fee. Credit, 4 hours.

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**BI 282W/BI 282WH Genetics**

Explores the mechanisms of inheritance which underpin our understanding of all life processes and the evolution of all Topics include the history of genetics, asexual and sexual reproduction, mitosis and meiosis, Mendelian and non-Mendelian inheritance, probability, genotype and expression of phenotype, determinants of sex, pedigree analysis, DNA and RNA structure, causes and impacts of mutation, environmental and epigenetic impacts on phenotype and natural selection. A required three hour weekly laboratory emphasizes data collection and statistical analysis. Prerequisite: "C" or better in Biology 102. Lab fee. Credit, 4 hours.

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**BI 285 Medical Terminology**

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

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**BI 303/BI 303H Comparative****Anatomy**

Presents a comparative and comprehensive study of the anatomy and development of the phylum Chordata with emphasis on the subphylum Vertebrata. Phylogeny, evolutionary relationships, and anatomy by system are emphasized. Laboratory studies are designed to refine dissection skills while illustrating lecture topics. Prerequisite: "C" or better in Biology 102. Lab fee. Credit, 4 hours.

---

**BI 307/BI 307H Microbiology**

Is a comprehensive study of diagnostic microbiology with emphasis on the organisms that are associated with disease. Laboratory exercises provide practice in the cultivation, examination, and identification methods. Three hours of lecture and two hours of laboratory per week. (Same as PE 307). Prerequisite: "C" or better in Biology 102. Lab fee. Credit, 4 hours.

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**BI 308/BI 308H Molecular Cell****Biology**

Present an in-depth study of the molecular processes and mechanisms of eukaryotic cells, emphasizing the integration and coordination of diverse cellular processes. Topics include: transcription, translation, cellular organization and ultrastructure, introductory bioenergetics, eukaryotic transcription and translation, membrane transport, cellular communication and signal transduction, control of genetic expression, cell cycle regulation, modification and transport of cellular products. Laboratory sessions emphasize molecular and cellular laboratory techniques. Prerequisites: "C" or better in Biology 282, Chemistry 110 and 111. Lab fee. Credit, 4 hours.

## BIOLOGY

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### **BI 309/BI 309H Exercise Physiology**

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

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### **BI 311 Human Performance**

#### **Laboratory**

Allows students to observe and participate in standard laboratory exercises for the sport and exercise sciences including exercise physiology, kinesiology and motor learning. Prerequisites: Biology 210-211. Prerequisite or co-requisite: Physical Education 301, Physical Education 302/ Biology 309 or Physical Education 322. Lab fee. Same as Physical Education 307). Credit, 1 hour.

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### **BI 315 / CH 315 Principles of Biochemistry**

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

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### **BI 320/BI 320H Immunology**

Examines the molecular and cellular basis of immune function including the general properties of immune responses;

cells and tissues of immune system; lymphocyte activation and specificity; immune effector mechanisms in antimicrobial defenses; immunodeficiency and AIDS; autoimmune disease; cancer immune-surveillance; transplantation immunology; and immunotherapy. A weekly three hour laboratory emphasizes cell isolation and culture as well as biochemical and molecular techniques used in clinical immunology functional studies and research. Prerequisites: "C" or better in Biology 101, 282, Chemistry 110 and 111. Lab fee. Credit, 4 hours.

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### **BI 322 Introductory Entomology**

Presents a detailed study of insects and other important arthropods, including the anatomy, physiology, behavior, development, classification, nomenclature, and identification. An order by order cladistic approach will be used to cover ecologically, economically, and medically important taxa. Pre-requisites: "C" or better in Biology 102. Lab Fee. Credit, 4 hours.

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### **BI 324W Forensic Biology**

Examines the application of biological principles and techniques to legal and forensic investigations to include examinations of human anatomical and physiological factors and changes; blood typing, genotyping and PCR; microbiological, entomological, botanical and environmental agents and their role in the determination of cause, time, manner and mode of death as well as other forensics applications. A weekly three hour laboratory is required. Prerequisites: Biology 114 or Biology 210/211/282 and at least one semester of Chemistry with laboratory above Chemistry 105. Lab fee. Credit, 4 hours.

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### **BI 406/BI 406H Pathophysiology**

Provides an in-depth study of human

## BIOLOGY/BUSINESS ADMINISTRATION

pathological processes and their effects on homeostasis. Emphasis is on fundamental disease mechanisms and interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiological mechanisms. Course topics include the etiology, physical signs and symptoms, prognosis, and complications of major human diseases and their management. A weekly three hour laboratory emphasizes gross anatomy and histology of tissues compared with gross and clinical pathology and histopathology in disease states. Prerequisites: "C" or better in Biology 282, 210, and 211. Lab fee. Credit, 4 hours.

### **BI 415/CH 415 Advanced**

#### **Biochemistry**

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

### **BI 430W/BI 430WH Ecology**

Examines the interactions between organisms and their environment at the individual, population, community and ecosystem level. Laboratory and field exercises/trips will emphasize population sampling and quantitative analysis of data and environmental parameters and students will design and complete independent research projects. One three hour laboratory per week, possibly with

off-campus trips for field study. Prerequisites: "C" or better in Biology 102, 202, 203, 282, Mathematics 200, Mathematics 319 (preferred), permission of instructor. Lab fee. Credit, 4 hours.

### **BI 459W Capstone**

Students will use their knowledge of biological molecules, structure-function relationships, genetics, and the interaction of organisms with their environments to explore how evolutionary forces have shaped the diversity of the biotic world. ALL other required biology courses must be completed or must be in the process of completion to enroll in this course. Assessment of biology program goals will occur in this course. (Offered spring semester only). Includes required reading section. Prerequisites: "C" or better in all biology courses (Biology 101, 102, 282, 308) or permission of instructor. Credit, 4 hours.

### **BI 480 Undergraduate Research**

Allows students to carry out scientific research using current analytical procedures and techniques. Students will learn experimental design, literature review, and data analysis using a problem mutually agreeable to the student and faculty member. Students will present the final results in publication form. Lab fee. Must have permission of the instructor. Prerequisite: CS 091. Lab fee. Credit, 1 - 3 hours.

## **COURSE OFFERINGS IN BUSINESS ADMINISTRATION.**

### **BA 103/BA103H Introduction to Business**

An introduction to the basic functions of businesses and their relationships with and responsibilities to the surrounding environment. Not open to business majors

## BUSINESS ADMINISTRATION

with junior or senior standing (60 semester hours or more completed). Credit, 3 hours.

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### **BA 104 Personal Money Skills**

(Formerly BA 325)

A study of money skills including developing smart money strategies and achieving monetary independence. The course will also cover insurance, transportation, investment, identity protection, and retirement planning. Credit, 3 hours.

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### **BA 200 Elementary Statistics**

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Economics 200, Mathematics 200 or Psychology 200.) Credit, 3 hours.

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### **BA 207 Financial Accounting**

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

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### **BA 208/BA 208H Managerial Accounting**

The interpretation of accounting data by management in planning and controlling the business activities of the firm. An introduction to cost accounting and performance measures designed to evaluate the contribution of organizational activities to customer value creation. Prerequisite: Business Administration 207. Credit, 3 hours.

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### **BA 215W/BA 215H Business Communications**

A study of communication theory and its practical applications in the business world. The course provides practice in the various communication methods used in a business environment. Writing topics covered include style, memos, letters, e-mail, resumes, and research. Prerequisite: English 102 (Same as English 215.) Credit, 3 hours.

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### **BA 218 Students in Free Enterprise**

The course is an active learning program focused on student generated projects designed to benefit the College and surrounding community. It is designed to provide students with an understanding of how businesses and a market economy function, and the vital role that the entrepreneur plays in the free market system. Credit, 1 hour.

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### **BA 220 Students in Free Enterprise**

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

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### **BA 221 Accounting Systems**

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

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### **BA 300/BA 300H Principles of Management**

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

municating, and decision-making) from a balanced perspective. Credit, 3 hours.

### **BA 305 Governmental and Not-for-Profit Accounting**

An exploration of the characteristics and types of governmental and not-for-profit organizations, their accounting systems and financial reporting requirements, and the sources of accounting principles for these organizations. Particular emphasis is given to fund accounting and Comprehensive Annual Financial Reports (CAFR). (This course is taught every other year in the spring semester, alternate years to Business Administration 436) Credit, 3 hours.

### **BA 308 Money and Banking**

A study of the institutional framework of the monetary system. Topics covered include the definition and measurement of money, the role of money in the economy, and monetary policies of the federal government. Prerequisites: Economics 203 and 204. (Same as Economics 307.) Credit, 3 hours.

### **BA 310/BA 310H Ethical Issues in the Workplace**

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

### **BA 311 Staffing and Labor Relations**

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

### **BA 312/BA 312H Business Finance**

This course is an introduction to the methods of financial management for all

forms of business organization, with emphasis on the corporate form. Students will become familiar with internal and external financing methods of financing, capital budgeting and analysis of capital expenditures, and utilization of financial and operating leverage. A business calculator is required for this course, and the Texas Instruments BAI1 + Model is recommended. Prerequisites: Business Administration 207. Credit, 3 hours.

### **BA 315/BA 315H Business Law I**

Examination of the fundamental principles of the laws pertaining to business transactions, including sales, negotiable instruments, property, and business organizations. Credit, 3 hours.

### **BA 316 Business Law II**

A study of the judicial system, regulation of commerce and competition, taxation, antitrust legislation, mergers and acquisitions, labor law, and the relationships of the Bill of Rights and the business world. Credit, 3 hours.

### **BA 317 Legal Issues in Technology**

Explores the intersection between computer technology and the laws related to intellectual property (i.e., copyright, patent, trademark, and trade secret laws). Considers privacy and other First Amendment concerns raised by the use of computer technology. Considers the sale of software and the current state of the law as it relates to software licensing and the application of the Uniform Commercial Code. Credit, 3 hours.

### **BA 318/BA 318H Small Business Management**

A study of the processes and procedures of establishing a small business. The course focuses on identifying entrepreneurial opportunities and developing the managerial skills necessary for the successful

# BUSINESS ADMINISTRATION

operation of small firms. Prerequisite: Business Administration 300 or permission of the instructor. Credit, 3 hours.

## **BA 319 Public Relations**

This course focuses on public relations and issues impacting that vital business function including: the effective practice of communication between organizations and their publics; the study of public opinion research, media relations, public communication campaigns, and consumer identity; and representational ethics. Students may write news releases, conduct surveys, and design integrated campaigns. Pre-requisite: EN 102 or EN 103.

## **BA 323/ BA 323H Organizational Behavior**

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

## **BA 324 Managing Diversity in the Workplace**

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

## **BA 326 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. Prerequisites: Business Administration 300 English 102. Credit, 3 hours.

## **BA 329/BA 329H Branding**

This course focuses on brands, brand equity, and strategic brand management. Students will explore a comprehensive theoretical foundation on branding as well as learn various techniques and practical insights that will help in making short and long-term brand decisions. Tactical guidelines for planning, building, measuring, and managing brand equity will be addressed. Prerequisite: Business Administration 341 Principles of Marketing. Credit, 3 hours.

## **BA 330, 331 Intermediate Accounting I and II**

Detailed study of the theory of accounts, financial statements, and techniques of solving specialized problems with an emphasis on the pronouncements of the Financial Accounting Standards Board. Prerequisites for Business Administration 330: Business Administration 207. Prerequisite for Business Administration 331: Business Administration 330. Credit, 3 hours.

## **BA 332 Income Tax Accounting**

An examination of federal tax legislation. Problem work applicable to individuals and sole proprietorships with an overview of partnerships, corporations, estates, trusts, and gift taxation. Prerequisite: Business Administration 207. Credit, 3 hours.

## **BA 333/BA 333H Intermediate Financial Management**

This course will cover concepts includ-

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

**BA 334 Investments**

The course is designed to acquaint students with the types of investment products, tools, and techniques that are available to help the individual investor meet his/her goals. The topics covered will include: investment alternatives, organization and regulation of securities markets, securities valuation, portfolio theory and management. (Same as Economics 334). Prerequisite: Business Administration 312. (Same as Economics 334). Credit, 3 hours.

**BA 335/BA 335H Integrated Marketing Communications (IMC)**

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

**BA 337/BA 337H Cost Accounting**

An intensive cost accounting course designed to blend theory with practical

application for the accounting of manufacturing firms. Prerequisites: Business Administration 207, 208. Credit, 3 hours.

**BA 340/BA 340H International Finance**

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

**BA 341/BA 341H Principles of Marketing**

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

**BA 342 Internet Marketing**

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

**BA 343/BA 343H Principles of Advertising**

Principles of Advertising will allow students to investigate beyond a rudimentary level the basics of advertising and its impact on their world today. Business Administration 341 Principles of marketing touches briefly on the subject of advertising and other marketing topics; however, Principles of Advertising will give students a more in-depth look at current trends and practices, offer an



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historical perspective on advertising, and address global issues in advertising. Understanding advertising and its impact on the global business environment and to oneself is essential. Prerequisite: Business Administration 341. Credit, 3 hours.

### **BA 345/BA 345H Consumer**

#### **Behavior**

A study of the role of the consumer in the marketing process. The social, political, economic, and technological factors influencing individual and institutional buying behavior and the firm's influence over these factors are examined. Prerequisite or Co-requisite: Business Administration 341 or Psychology 101. Credit, 3 hours.

### **BA 346/BA 346H Sales Management**

An analysis of sales force management including the functions of the sales manager, sales plan development, and the recruitment, selection, hiring and training of sales personnel. Prerequisite or corequisite: Business Administration 300, 341. Credit, 3 hours.

### **BA 350 Leadership in Organizations**

An examination of the significant research and theory that provides the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. Prerequisite: Business Administration 300. (Same as Human Resource 350) Credit, 3 hours.

### **BA 360/BA 360H World Trade and International Business**

An overview of the field of study that

focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. Prerequisites: Business Administration 341. (Same as Economics 360 and International Studies 360.) Credit, 3 hours.

### **BA 401 Performance Management**

Performance management begins with strategic planning of organizational objectives and systems, and extends to the development of closed-loop process from goal setting to feedback. This course also examines the influence of human performance elements (such as quality of work life, rewards and recognition, job design, team building, and participative management) on organizational performance. Prerequisite: BA 300. (Same as Human Resource 401). Credit, 3 hours

### **BA 404 Cases in Finance**

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

### **BA 406 Supply Chain Management**

A detailed study of the concepts, processes, and strategies used in the development and management of global supply chains. Supply-chain management is a systems approach to managing the entire flow of information, materials, and services from

## BUSINESS ADMINISTRATION/CHILDCARE MANAGEMENT

raw material suppliers through factories and warehouses to the final end-customer. A major objective of this course is to analyze the supply chain and minimize the associated costs throughout the process. Prerequisites: MA 115 or above and BA 300 or permission of the instructor.

### **BA 411 Moral Leadership**

The 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 student's develop skills in moral discernment and judgment and to further develop the student's definition of moral leadership. Prerequisites: Business Administration 310. Credit, 3 hours.

### **BA 436 Auditing**

Basic principles of auditing with emphasis on analyzing and verifying records and reports. Auditing standards, procedures, rules of professional conduct, and report writing will be studied. Prerequisite: Business Administration 330. Credit, 3 hours.

### **BA 452/ BA 452H Business Policy**

The study of the functions of and responsibilities of general management and the problems which affect the character and success of the total enterprise. Prerequisites: Business Administration 207, 208, 215, 300, 310, 312, 315, 341, 360; Economics 203 and 204. Lab Fee. Credit, 3 hours.

### **BA 491-495 Business Internships**

The student is placed in a private or public enterprise to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise

the student's activities. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (in the same field or different field). Internships require senior status, a minimum 2.8 grade point average, and recommendations from two Business Department professors. Credit, 3-6 hours. Note: A student may not take more than 6 semester credit hours of internships.

## **COURSE OFFERINGS IN CHILDCARE MANAGEMENT**

### **CC 303 Introduction to Early Childhood**

This foundational course includes an overview of the field of early childhood education and examines early childhood development; services for young children and their families; appropriate practices for infants/toddlers/young children; societal changes, historical roots and current issues that impact young children and their families. This course includes a 10 hour field experience. Prerequisite: ED 200 Grade of C or better. (same as Early Childhood Education 303) Credit, 4 hours

### **CC 307W Emergent Literacy**

This course explores the theories of human language emergence with a detailed account of language acquisition, young children's early communicative capacities, and growth milestones. Through the process of integrating formal, informal, and reflective writing and approaches, students will develop professional written and communication skills. (This course does not apply to teacher certification majors) Prerequisites: C or better in ED 200 and CC 303. (same as Early Childhood Education 307) Credit, 3 hours.

## CHILDCARE MANAGEMENT/CHEMISTRY

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### **CC 309 Early Childhood Curriculum**

This course provides early childhood teacher candidates with skills and strategies to plan curriculum to effectively promote children's learning and development. Candidates will examine the early childhood teacher's role in establishing and maintaining a positive and productive learning environment in the classroom. (This course does not apply to teacher certification majors.) Prerequisite: grade of C or Better in ED 200 and CC 303. (same as Early Childhood Education 309). Credit, 3 hours.

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### **CC 345 Experiences in Math for Young Children**

This course provides early childhood teacher candidates with an organized, sequential approach to create a developmentally appropriate math curriculum for preschool and primary school children. Emphasis is placed on candidates recognizing three kinds of learning: informal, naturalistic, and adult guided as they introduce math concepts and plan activities to support young children's construction of concepts and skills essential to a basic understanding of mathematics. (This course does not apply to teacher certification majors.) Prerequisites: A Grade of "C" or better in ED 200, CC 303 (same as Early Childhood Education 345). Credit, 3 hours.

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### **CC 401 Assessing Young Children**

This course is a study of developmentally appropriate assessment practices for young children. Particular emphasis will be on assessment of children from birth to eight years of age. Both formal and informal instruments will be discussed. Considerations in choosing, administering, and reporting results of assessments

will be addressed. (This course does not apply to teacher certification majors.)

Prerequisites: A Grade of "C" or better in ED 200, CC 303 (same as Early Childhood Education 401).

Credit, 3 hours.

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## **COURSE OFFERINGS IN CHEMISTRY**

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### **CH 100 Fundamentals of Chemistry**

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

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### **CH 105 Essentials of Chemistry**

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

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### **CH 106, 206, 306, 406 Laboratory Assistant**

This course will provide an opportunity for students to gain additional laboratory experience similar to that found in an entry level laboratory technician position. Students will learn to independently prepare solutions, reagents, equipment,

and supplies for use in the teaching laboratories. Safety will be emphasized. This course is repeatable. Pass/Fail only. Credits: 0 to 3 hours

### **CH 110-111 General Chemistry I and II**

Introduction to modern theories of atomic structure and chemical bonding; chemical reactions; stoichiometry; states of matter; solutions; equilibrium; acids and bases. Theory and applications of oxidation reduction systems; thermodynamics and kinetics; complex equilibria and solubility product; coordination chemistry; nuclear chemistry; and descriptive inorganic chemistry. Three hours lecture and three hours laboratory per week. Prerequisites: Chemistry 100 and Mathematics 115 or permission of instructor. Lab fee. Credit, 4 hours. Prerequisites: Chemistry 100 and Mathematics 115 or permission of instructor. Lab fee. Credit, 4 hours.

### **CH 120 Science in Society**

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

### **CH 303-304 Organic Chemistry I and II**

An introductory course in organic chemistry presenting an integrated study of the carbon compounds of the aliphatic and aromatic series emphasizing electronic interpretations of reaction mechanism. Three hours of lecture and a single three hour laboratory a week. Prerequisites: Chemistry 110 and 111. Lab fee. Credit, 4 hours.

### **CH 315 Principles of Biochemistry**

Presents an introductory study of the ma-

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

### **CH 401W & CH 402W Physical Chemistry I and II**

The study of gases, thermodynamics, chemical and phase equilibria, solutions, the study of kinetic theory, chemical kinetics, electrochemistry, transport properties, surface chemistry, and quantum mechanics. Three hours lecture and three hours laboratory per week. Prerequisites: Chemistry 110, 111, Mathematics 206, and Physics 201, 202 or Physics 301, 302; or permission of instructor. Lab fee. Credit, 4 hours.

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

Basic course in the theories and techniques of analytical chemical methods. Two hours of lecture and two three hour laboratory periods a week. Prerequisites: Chemistry 110, 111, and Mathematics 122. Lab fee. Credit, 4 hours.

### **CH 404 Instrumental Analysis**

A more advanced presentation of the theoretical aspects of analytical chemistry. Emphasis is on optical, electrical, chromatographic procedures, and spectroscopy: Mass spec, UV-Visible,

## CHEMISTRY/COMMUNICATION

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

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### **CH 415/BI 415 Advanced Biochemistry**

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

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### **CH 452W Chemistry Seminar**

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

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### **CH 480 Undergraduate Research**

This course is designed to instruct students to carry out scientific research using current analytical procedures and techniques. Students will learn experimental design, literature review, and data analysis using a problem mutually agreeable to the student and faculty member. Students will present the final results in publication form. Must have permission of the instructor. . Lab fee. (Same as Biology 480) Credit, 1-3 hours.

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### **CH 482 Undergraduate Research: The Proposal**

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

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### **CH 483 Undergraduate Research: The Experiment**

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

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## **COURSE OFFERINGS IN COMMUNICATION**

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

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### **CM 105 Fundamentals of Public Speaking**

A public speaking course which emphasizes research, organization, delivery, and presentation of various types of speeches. A grade of "C" or better is required in this course to satisfy Limestone's Verbal

Skills requirement. The course must be repeated until a grade of “C” or better is earned. Prerequisite: EN 101 or a qualifying score on the English placement examination to exempt EN 101. (same as EN 105). Credit, 3 hours.

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**CM 404 Technology for Teachers**

An introduction to the technological resources available to teachers. This course is designed to enhance teaching techniques and to support the learning process. Discussions will focus on computer hardware, recommended software programs for teachers, and the use of the Internet and telecommunications as instructional resources. There will be an emphasis on the practical application of information technology as it relates to written and visual communication in the class room. Credit, 3 hours.

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**CM 404A PowerPoint for Teachers**

An introduction to Microsoft PowerPoint. Students will be introduced to PowerPoint features and steps required to use the features correctly. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: Creating and editing presentations, formatting text, printing presentations, working with objects, using Word Art, Clip Art and animation, and building and running slide shows. Credit, 3 hours.

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**CM 404B Excel for Teachers**

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

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**CM 404C Word for Teachers**

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

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**CM 404D Web Page Design (Dreamweaver) for Teachers**

An introduction to Adobe Dreamweaver. Students will be introduced to Adobe Dreamweaver features to steps required to use the software effectively in their classrooms. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, the following: creating, modifying and formatting web pages, creating hyperlinks in webs, and publishing and maintaining web pages. Credit, 3 hours.

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**CM 404E Photoshop for Teachers**

An introduction to Photo Shop Elements. Students will be introduced to Photoshop Element features and steps required to use the software effectively in their classrooms. Also, students will learn how to use the Internet as an instructional resource. Topics covered include, but are not limited to, learning to use the tools necessary for selecting, moving, duplicating, and resizing images, using layers and filters to create special effects, and saving images in formats for print and Web use. Credit, 3 hours.

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**CM 404F Publisher for Teachers**

An introduction to Microsoft Publisher. Students will be introduced to Publisher features and steps required

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to use the software effectively in their classrooms. Topics covered include, but are not limited to, the following: Creating, Formatting, Editing, Saving and Printing Publications; working with objects and Graphics, Working with Tables, and Designing Newsletters and Tri-Fold Brochures. Credit, 3 hours.

### **CM 404G Interactive Smart Boards for Teachers**

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

### **CM 404H Advanced Interactive Smart Boards for Teachers**

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

### **CM 404I Promethean Activboard for Teachers**

This course is designed to help teachers using the Promethean Activboard in the

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

### **CM 404J Advanced Promethean Activboard for Teachers**

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

### **CM 404K Integrating 21st Century Technology In The Classroom**

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

### **CM 404L iPads For Teachers**

This course will introduce students to the use of iPads and other mobile devices as

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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.

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### **CM 404M: Google for Teachers**

This course will introduce students to various methods of using Google to effectively link content and pedagogy in all curriculum areas. Students will write curriculum plans to develop, implement, and assess pedagogical strategies for incorporating Google tools into their classrooms. Topics will include Application, Collaboration, and Research Resources available using Google. Credit 3 hours

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### **CM 410 Introduction to Digital Literacies I**

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

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### **CM 412 Introduction to Digital Literacies 2**

This is part two of a hands-on practicum course that addresses the students' need to work in the increasingly digital environments of real world communication and composition. Students will develop skills of critical analysis and thoughtful composition in new media in the areas of

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

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### **CM 490 Communication Internship**

The student is placed in a local private or public enterprise to gain work-related experience consistent with his /her field of study. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours of work. Internships require senior status and a minimum 2.5 grade point average. Prerequisite: CM 410. Credit, 3 hours.

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## **COURSE OFFERINGS IN COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

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### **CS 102 Microcomputer Applications**

This is an introduction to microcomputer applications concentrating on use of word processing, presentation, and spreadsheet applications. Prerequisite: This course may not be taken concurrently with EN 095. Credit, 3 hours.

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### **CS 103 Basic Concepts of the Internet and the World Wide Web**

This course covers basic Internet and World Wide Web concepts: Navigating the Web with a browser, configuring and using an e-mail program, searching the Web with popular search engines, obtaining reliable information from the Web, researching the basics of Internet security, and creating web pages using HTML. Prerequisite: This course may not be taken concurrently with EN 095. Credit, 3 hours.



# COMPUTER SCIENCE

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## **CS 105 Introduction to Computer Science**

A fundamental course in understanding computer science concepts including: hardware, computer systems and the major components/architecture, data representation, number systems, operating systems, differences in programming languages, the internet, security systems, ethics, and networking concepts. Prerequisite: This course may not be taken concurrently with EN 095. Credit, 3 hours.

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## **CS 110 Survey of Programming Languages**

A course which focuses on three or four high level languages comparing features and goals of the languages. Unique characteristics of each language are emphasized through the assignment of small projects in each language. Prerequisite: CS 105. Credit, 3 hours.

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## **CS 201/CS 201H Operating Systems and Networking Fundamentals**

This course covers current system software, including topics as process, memory and device management, security, networking, and distributed operating systems, as well as communications of computers using networks including topics such as: basic network protocols, network operating systems, typical network hardware, and a brief overview of standard network communication applications. Prerequisite: CS 105. Credit, 3 hours.

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## **CS 202 Advanced Microcomputer Applications**

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

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## **CS 205 Programming I: Procedural Programming**

A course concerned with problem solving using a high level language focusing on the basic techniques of programming: data types, control structures, iteration, I/O, and procedural abstraction. Prerequisite: CS 105 or permission of instructor. Credit, 3 hours.

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## **CS 206 Programming II: Object Oriented Programming**

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

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## **CS 207 Cryptography & Access Control**

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

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## **CS 208 Telecommunications & Network Security**

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

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## **CS 209 Multimedia in the Classroom**

The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing

the learning process. (Same as Education 209, Human Resource 209). Prerequisite: CS 102. Credit, 3 hours.

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**CS 220 C# Programming**

This is an introductory course in C# programming. Topics include data types, expressions, decision-making, repetition, arrays, methods, file I/O, and event driven programming. Prerequisite: CS 105. Credit, 3 hours.

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**CS 227 E-Business Technologies**

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

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**CS 234 Web Page Development**

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

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**CS 236 Introduction to Scripting**

This course covers the concepts and uses of scripting languages, such as JavaScript and AJAX. Prerequisite: CS 234. Credit, 3 hours.

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**CS 242 Internet/Intranet Management**

This course covers the duties and responsibilities of Internet and Intranet managers including domain management, hardware and software selection and configuration, telecommunications evaluation and selection, and legal and security issues related to e-business and Internet sites. Coverage also includes the use of extranets. Prerequisite: CS 234. Credit, 3 hours.

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**CS 303 Programming III: Advanced Algorithms and Data Structures**

Advanced programming techniques, data structures, and file organization are covered in depth. Program complexity and an

introduction to artificial intelligence are included. Prerequisite: CS 206. Credit, 3 hours.

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**CS 304 Information Systems Analysis and Design**

This course covers the software development life cycle, including specification of requirements, system/program design and development, and operations and maintenance. Prerequisite: CS 205. Credit, 3 hours.

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**CS 305 Database Management**

This course covers network, hierarchical, and relational databases. Emphasis is placed on database organization, design and use of database management systems, and data description languages. Prerequisite: CS 205. Credit, 3 hours.

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**CS 306 Visual Programming**

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

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**CS 307 Computer Compliance, Regulations, & Investigations**

This course examines computer crimes, laws, and regulations. Also included are techniques for investigating a crime, gathering evidence, and handling procedures. Development and implementation of an incident-handling program is an important part of this course. Prerequisite: CS 207. Credit, 3 hours.

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**CS 309 Operations & Physical Security**

This course examines controls involving personnel, hardware, systems, and auditing and monitoring techniques, abuse channels and how to recognize them. Additional topics include threats, risks, and countermeasures to protect facilities,

## COMPUTER SCIENCE

hardware, data, media, and personnel; facility selection, entry methods, and environmental safety procedures are also discussed. Prerequisite: CS 105. Credit, 3 hours.

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### **CS 310 Office Application Programming VBA**

This course extends the normal use of Office applications by using macros and embedded programming capabilities, such as Visual Basic for Applications. Prerequisite: CS 202. Credit, 3 hours.

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### **CS 311 Information Security & Risk Management**

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

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### **CS 320 History of Business and Technology**

An introduction to western business technology from medieval times to the present. Examines the rise of business in America, the role of the corporation, business and labor, and business and government. Examines the process of technical change, the nature of technological systems, the diffusion of technological improvements, and the role of technology in broader historical movements. (Same as History 320.) Credit, 3 hours.

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### **CS 322 Implementing Internet/Intranet Firewalls**

This course will focus on protecting the network. Students will also gain extensive hands-on experience installing and configuring a firewall. Students will learn how to allow access to key services while maintaining organizational security, as

well as how to implement firewalls in virtual private networks. Prerequisite: CS 208. Credit, 3 hours.

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### **CS 330 Internet Programming**

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

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### **CS 331 Internet Programming III**

This course covers the use of intermediate languages and tools, such as Dynamic HTML (DHTML) in the creation of Web page content. Prerequisite: CS 236. Credit, 3 hours.

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### **CS 335 Web Development Tools**

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

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### **CS 340 Internet Graphics**

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

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### **CS 360 Programming V: Design and Structure of Programming Languages**

Topics for this course include: history of programming languages, syntax and semantics, treatment of differing data types, and alternative language styles including functional languages and logic languages. Prerequisite: CS 303. Credit, 3 hours.

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### **CS 403 Theory of Computation**

This course covers theoretical issues of computing: automata, formal languages, Turing machines, computability, recursive languages, lambda calculus,

decidability, and complexity analysis. Prerequisite: CS 303. Credit, 3 hours.

### **CS 404 Continuity & Disaster**

#### **Recovery Planning**

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

### **CS 407 Application Security**

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

### **CS 409 Security Architecture & Design**

This course examines concepts, principles, and standards for designing and implementing secure applications, operating systems, and systems. It will cover international security measurement standards and their meaning for different types of platforms. Prerequisite: CS 311. Credit, 3 hours.

### **CS 425 Internet Security**

This course is designed to educate students in the concepts and techniques related to the general security, network security, operating system security, and methods for testing security. Both Unix and Microsoft operating systems are covered, providing a broad range of information essentials. In addition, this course prepares the student for the CIW Security Professional exam. Prerequisite: CS 207. Credit, 3 hours.

### **CS 426 Internet Database**

This course uses MySQL to build secure,

database-driven web sites. Prerequisite: CS 234. Credit, 3 hours.

### **CS 431 Internet Site Operations**

This course gives students experience in the operations and management of a live Web site. Students will be assigned a live Web site and will operate and manage the site using site management software. Prerequisite: CS 234. Credit, 3 hours.

### **CS 432 Internet Database II: Scripting**

This course covers the use of scripting languages, such as PHP, in the retrieval and incorporation of data stored in Internet databases into Web page content. Prerequisite: CS 326. Credit, 3 hours.

### **CS 435 Internet Programming IV**

This course covers the use of advanced languages, such as the extensible Markup Language (XML), in the creation of Web page content. Prerequisite: CS 236. Credit, 3 hours.

### **CS 441 Project Management**

This course focuses on the organization and management behind large-scale information technology projects. Topics include: requirements analysis and specification, testing and validation of information technology tools. Prerequisite: CS 304. Credit, 3 hours.

### **CS 470W Capstone Project**

This is the computer science capstone project course for all Computer Science Information Technology majors. This course applies the foundational concepts of computer science and information technology through a comprehensive project, chosen in accordance with the student's major concentration and career goals. Students will be required to plan, research, and develop a large-scale project in conjunction with the student's

## COMPUTER SCIENCE/CRIMINAL JUSTICE

major concentration: programming, security, information technology, Web development and database. Additionally, students will be required to furnish weekly written status reports, write a formal research papers based on their concentration, and complete comprehensive exams drawn from the core computer science courses and concentration specific courses. Prerequisites: All required courses in CS major/concentration. Credit, 3 hours.

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### **CS490 Computer Science Internship**

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as a supervisor at the internship site to direct the student's activities. Internships require senior standing a cumulative and major GPA of 2.5. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Credit, 3-6 hours. Prerequisite: Junior or senior status.

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## **COURSE OFFERINGS IN CRIMINAL JUSTICE**

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### **CJ 201 Introduction to Criminal**

Justice

An introductory study of the criminal justice system including the structure, process and function of the police, the court system, and its subsystems, the processing of offenders, and punishment alternatives. Credit, 3 hours.

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### **CJ 203 Criminal Law**

The history, purpose, and theory of criminal law. An examination of the classification of crimes and the nature of criminal liability. Credit, 3 hours.

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### **CJ 210 Introduction to Private Security**

This course will introduce the students to the field of private security and how it relates to the public criminal justice system. Included in the course will be the history of private security in the United States and how it grew into an international business. Post 9/11 security changes at the local, state, national and international levels of society will be explored and examples of successful and failed models will be discussed. Credit, 3 hours.

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### **CJ 301/301H Law Enforcement Theory, Process and Practices**

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

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### **CJ 305 Investigative Methodology in Criminal Justice (formerly CJ 205)**

This course is designed to study the goals and procedures of a criminal investigation from the time an investigator is summoned, all the way to case presentation in court. Several crimes and their subsequent investigations will be studied, with emphasis placed upon considerations that are uniquely indigenous to specific crimes and their investigations. Legal decisions and scientific discoveries are also explored to show how courts, science and education have influenced the practice of investigations. Credit, 3 hours.

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### **CJ 310 Juvenile Justice**

A comprehensive treatment of the juvenile justice system which examines juvenile delinquency from several perspectives. The course will explore the current public and political climate surrounding

delinquency and youth crime with an emphasis on gangs and the policies initiated to deal with them. It will also examine the debate on the media's role in generating juvenile violence. Where appropriate, examples from South Carolina will be used. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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### **CJ 321 Theories of Criminal Justice**

Criminology is an important social and behavioral science devoted to the study of crime as a social phenomenon. Criminology fosters debate, contributes ideas, and suggests solutions to difficult problems arising out of crime and the behavior of criminals. It provides the theoretical basis for much of Criminal Justice. The purpose of this course is to discuss these problems, their origins, and their possible solutions. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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### **CJ 325 Ethics in Criminal Justice**

An introduction to ethics in the field of Criminal Justice. The main focus of the course will be on morality and ethics and the importance of ethics for criminal justice professionals. The Nuremberg Trials are used as a case study to reinforce the ethics lessons taught in the textbook. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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

The course is an introduction to the field of corrections. The main focus of the course will be on correctional systems, inmates, issues of institutionalization, inmate characteristics, and current issues in corrections. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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### **CJ 335/CJ 335H Courts Theory, Process and Practices**

An exploration of the American Court System as it relates to social control by the Criminal Justice System. Court History, members, institutions, and their relationships will be studied. The Court systems of federal, state, county, and local governments will be compared and the members of each component will be studied. Court system structures of other political systems will be compared to the current system in the United States. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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### **CJ 340 Criminal Procedures**

This course concentrates on those legal procedures which ensure a defendant's Constitutional rights. Important court cases are introduced. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

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### **CJ 345 Community Corrections**

An introductory course that examines the role of probation and parole as a component of the criminal justice system. The course will cover the introductory philosophy of pretrial and prerelease programs, and revocation procedures. Prerequisite: Criminal Justice 201. Credit, 3 hours.

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### **CJ 350 Criminal Justice Management**

The focus of this course is management techniques within criminal justice agencies. Court administrative techniques, police executive-leadership issues, correctional administration theories, and liability cases will be covered extensively. This is an introductory course for entry and mid-level management positions. Prerequisite: Criminal Justice 201 or permission of the instructor. Credit, 3 hours.

# CRIMINAL JUSTICE

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## **CJ 410 Social Control and Deviance**

Students will explore Social Control Theories and how they relate to deviance in our society. Explanations of deviance and how behaviors are defined as deviance will be explored and studied. Students will see the relationships between behaviors that have been deviant and are now acceptable, and the paths that are taken to address these behaviors in public policy and law. Prerequisites: Criminal Justice 201, 321, or permission of the instructor. Credit, 3 hours.

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## **CJ 420 Research Methods in Criminal Justice**

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

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## **CJ 440 Constitutional Law**

In this course students learn the history and philosophy of American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties. Prerequisite: (Same as Political Science 440.) Junior or Senior Standing or Permission of the Instructor. Credit, 3 hours.

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## **CJ 450W Senior Seminar**

This course will be a seminar on the Criminal Justice System in the United

States. The students will read from an extensive reading list of Criminal Justice research and discuss methods and conclusions that have been developed concerning the police, courts, corrections and theory in Criminal Justice issues. Students must successfully pass this course to graduate with a Criminal Justice degree. Prerequisites: Criminal Justice 201, 203, and 321. Final semester of college, Criminal Justice major, all other Criminal Justice courses completed or in the process of completion. Credit, 3 hours.

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## **CJ 460/CJ 460H Special Topics in Criminal Justice**

A review of relevant themes and issues evolving and current in the discipline. Students are expected to familiarize themselves with the topics and be prepared to discuss the readings in class. Extensive out of class research and writing is expected of each student during the class. ( May be repeated, with different topics, three times by student.) Prerequisite: Junior or Senior standing, or permission of the instructor. Credit, 3 hours.

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## **CJ 490 Criminal Justice Internship**

The criminal justice student is placed in an approved agency or setting appropriate to his or her skills and career goals. The student is supervised in the field by a site supervisor as well as by the faculty internship director. The student is responsible for performing the tasks assigned by the site supervisor as well as for written assignments from the internship director. (No more than 6 SH may be applied for Criminal Justice coursework). Internships require senior standing a cumulative and major GPA of 2.5. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. Prerequisite:

## EARLY CHILDHOOD EDUCATION

Must be a Criminal Justice major and have at least 18 semester hours of core curriculum finished and permission of the instructor.) Credit, 3-6 hours.

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### **COURSE OFFERINGS IN EARLY CHILDHOOD EDUCATION**

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#### **EE 300 Field Experience**

This course is the second of four sequential, incremental field experiences required of early childhood education majors. Candidates will work under the supervision of the college supervisor and cooperating teachers who are highly qualified in early childhood education and spend 30 hours in an early childhood setting. Candidates will gain experience, practice, and training as they work with individuals or small groups of students in early childhood programs. During this field experience, candidates will complete a technology project. Prerequisites: A Grade of “C” or better in ED 200, and passing Praxis 1. Credit, 1 hour.

#### **EE 301 Field Experience**

In their junior year, candidates will complete this third field experience and are required to work with young children, engaging them in math, literacy, and social studies, activities. The candidates will complete observations, documenting children’s developmental level, and an analysis of student learning. Candidates will spend 30 hours in an early childhood setting. During this field experience, candidates will complete a child study. Prerequisites: A Grade of “C” or better in ED 200, and passing Praxis 1. Credit, 1 hour.

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#### **EE 302 Field Experience**

This is the fourth field experience and candidates will spend 30 hours in an early childhood setting. This field

experience emphasizes the importance of assessment and developing creative activities appropriate for young children. During this field experience, candidates will complete a thematic unit of study. Prerequisites: A Grade of “C” or better in ED 200, EE 303 and passing Praxis 1. Credit, 1 hour.

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#### **EE 303 Introduction to Early Childhood**

This foundational course includes an overview of the field of early childhood education and examines early childhood development; services for young children and their families; appropriate practices for infants/toddlers/young children; societal changes, historical roots and current issues that impact young children and their families. This course includes a 10 hour fields experience. Prerequisite: ED 200 Grade of C or better; Passing Score on Praxis 1. (same as Childcare Management 303). Credit, 4 hours.

#### **EE 304 Home, School, and Community Relations**

This course examines interactions among families, communities, and schools utilizing an ecological perspective. Historical trends, theoretical models, and strategies for examined with special emphasis placed on programs that support collaborative interactions with families to benefit children. Prerequisite: Passing Praxis I, a grade of C or better in ED 200, and acceptance into the Teacher Education Program. Credit, 3 hours.

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#### **EE 307W Emergent Literacy**

This course explores the theories of human language emergence with a detailed account of language acquisition, young children's early communicative capacities, and growth milestones. Through the process of integrating formal, informal,



## EARLY CHILDHOOD EDUCATION

and reflective writing and approaches, students will develop professional written and communication skills. Prerequisite: Passing Praxis I and a C or better in ED 200 and EE 303. (same as Childcare Management 307W) Credit, 3 hours.

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### **EE 309 Early Childhood Curriculum**

This course provides early childhood teacher candidates with skills and strategies to plan curriculum to effectively promote children's learning and development. Candidates will examine the early childhood teacher's role in establishing and maintaining a positive and productive learning environment in the classroom. Prerequisite: Passing Praxis I and a grade of C or Better in ED 200 and EE 303. (same as Childcare Management 309). Credit, 3 hours.

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### **EE 311/EE 311W Early Childhood Methods**

The essential concepts, inquiry tools, and structures of content areas in early childhood education will be taught in this course. Candidates will examine the early childhood teacher's role in creating math, science, and social studies activities to integrate with other curricular areas in early childhood programs. Prerequisites: A Grade of "C" or better in ED 200, EE 303 and passing Praxis 1. Credit, 3 hours.

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### **EE 313 Creative Arts in Early Childhood Education**

This course provides strategies for promoting the emergent creative dispositions of young children. Areas of focus include art, music, movement, play, dramatics, and creativity. Particular emphasis is on teacher candidates acquiring skills to guide preschoolers and primary-grade children to creatively express themselves in the arts: visual arts, dance and movement, and drama. Prerequisites: A Grade of "C" or better in ED 200, EE 303 and passing Praxis 1. Credit, 3 hours.

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### **EE 345 Experiences in Math for Young Children**

This course provides early childhood teacher candidates with an organized, sequential approach to create a developmentally appropriate math curriculum for preschool and primary school children. Emphasis is placed on candidates recognizing three kinds of learning: informal, naturalistic, and adult guided as they introduce math concepts and plan activities to support young children's construction of concepts and skills essential to a basic understanding of mathematics. Prerequisites: A Grade of "C" or better in ED 200, EE 303 and passing Praxis 1. (same as Childcare Management 345). Credit, 3 hours.

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### **EE 346 Science in the Early Childhood Classroom**

The essential concepts, inquiry tools, and structure of science in early childhood education will be the focus of this course. Candidates will examine the early childhood teacher's role in developing children's inquiry skills with a science curriculum that utilizes hands-on learning activities and experiences. Prerequisites: A Grade of "C" or better in ED 200, EE 303, 309 and passing Praxis 1. Credit, 3 hours.

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### **EE 347 Social Studies in the Early Childhood Classroom**

The theory and practice of teaching social studies to young children will be studied. The course will focus on the highly integrative nature of social studies with particular emphasis on curricula, methods, and materials necessary to create an appropriate social studies curriculum in early childhood classrooms. Prerequisites:

## EARLY CHILDHOOD EDUCATION/ECONOMICS

A Grade of “C” or better in ED 200, EE 303 and passing Praxis 1. Credit, 3 hours.

### **EE 401 Assessing Young Children:**

This course is a study of developmentally appropriate assessment practices for young children. Particular emphasis will be on assessment of children from birth to eight years of age. Both formal and informal instruments will be discussed. Considerations in choosing, administering, and reporting results of assessments will be addressed. Prerequisites: A Grade of “C” or better in ED 200, EE 303 and passing Praxis 1. (same as Childcare Management 401) Credit, 3 hours.

### **EE 452 Early Childhood Clinical Practice**

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

### **EE 453 Seminar on Teaching in Early Childhood Education**

This one hour seminar will assist teacher candidates to make a successful transition from being a student of early childhood education to becoming a practicing, professional early childhood educator. Topics to be covered in this course include programming, working with children, communication, and interactions with families. This course will be taken during clinical practice. Prerequisites: Passing Praxis II. This course is taken only after all other course work is completed. Grading is on a Pass/Fail basis. Credit, 1 hours.

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## **COURSE OFFERINGS IN ECONOMICS**

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### **EC 200 Elementary Statistics**

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. Prerequisite: (Same as Business Administration 200, Mathematics 200 or Psychology 200.) Credit, 3 hours.

### **EC 203/EC 203H Microeconomics**

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

### **EC 204 Macroeconomics**

An analysis of the overall economy with emphasis placed on fiscal and monetary policies, economic growth, and the role of government in a capitalist economy. Prerequisite: MA 116 (for students transferring a math course prior to entering Limestone College, MA 115 or MA 116). Credit, 3 hours.

### **EC 211 Economic Geography**

This course examines the spatial relationships between people, places, and environments with respect to how societies answer the questions of what, how, and for whom to produce. The relationships are examined at the local, regional, and global levels. (Same as Geography 211.) Credit, 3 hours.

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### **EC 220 Economics and the Environment**

The course examines the economic aspects of major environmental issues and environmental policies. Economic concepts presented to examine these issues include opportunity cost, comparative advantage, supply and demand, and benefit-cost analysis. Credit, 3 hours.

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### **EC 301/EC 301H Intermediate Microeconomics Analysis**

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

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### **EC 302/EC 302H Intermediate Macroeconomics Analysis**

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

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### **EC 304 Health Care Economics**

This course provides an over view of the economics of health care. The various payers are examined, including private, state, and federal entities. The student is exposed to an analytical approach in its treatment of political economics and introduced to the concept of the value of economics in understanding public policy issues that affect the medical services sector and the future economics of health care. Prerequisites: Economics 203 (same as Health Care 304). Credit, 3 hours.

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### **EC 307 Money and Banking**

A study of the institutional framework of the monetary system. Topics covered include the definition and measurement of money, the role of money in the economy, and monetary policies of the federal government. Prerequisites: Economics 203 and 204. Credit, 3 hours.

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### **EC 316 Managerial Economics**

The application of economic theory to problems arising in the decision-making process of managers. Topics covered include profit maximization and cost minimization, pricing policies, and investment analysis. Prerequisites: Economics 203 and 204; Mathematics 200. Credit, 3 hours.

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### **EC 334 Investments**

The course is designed to acquaint students with the types of investment products, tools, and techniques that are available to help the individual investor meet his/her goals. The topics covered will include: investment alternatives, organization and regulation of securities markets, securities valuation, portfolio theory and management. Prerequisite: Business Administration 312. (Same as Business Administration 334). Credit, 3 hours.

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### **EC 350 United States Economic History**

A study of the economic development of the United States from the Colonial period through the present. Areas of emphasis are international trade, banking, labor relations, and government economic policy. (Offered alternate years.) (Same as History 350.) Credit, 3 hours.

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### **EC 360 World Trade and International Business**

An overview of the field of study that focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. Prerequisite: Business Administration 300 or 341. (Same as Business Administration 360 and International Studies 360.) Credit, 3 hours.

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**EC 492 Economics Internship**

The student is placed in a private or public enterprise to gain work-related experience. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours or 250 hours for 3 semester hours or 6 semester hours of credit, respectively. A student may take up to 6 semester hours of an internship (in the same field or different field). Internships require senior status, a minimum 2.8 grade point average, and recommendations from two Business Department professors. Credit, 3-6 hours. Note: A student may not take more than 6 semester credit hours of internships.

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**COURSE OFFERINGS IN EDUCATION**

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

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**ED 200 Principles of Education**

A survey of (1) the changing scene of education in public schools, (2) the legal and financial aspects of education, (3) the teaching profession, and (4) the effective classroom. Two hours per week or twenty hours are spent assisting and observing public school teachers. Lab fee. Prerequisite: EN 101. Credit, 3 hours.

**ED 209 Multimedia in the Classroom**

The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. (Same as Computer Science 209) Credit, 3 hours.

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**ED 210-211A Tutoring Practicum**

This course will enable students to become trained as peer tutors. The course

will aid peer tutors in recognizing and working with students with learning discrepancies in a variety of subjects. This will give education majors valuable work experience in their field. It will also give other students practical experience as tutors and elective credit for providing a needed service to fellow Limestone students. This course must be taken by all student tutors working in the PALS program at least once within their first calendar year of hire. This course will focus on teaching study skills to aid students with memory enhancement, note taking, and gaining the most information from reading the text. Students may enroll in ED 210 as a credit course for as many as four semesters; after four semesters students may repeat it as a non-credit course. Pre-requisites: A grade of a C or Better in ED 200, EN 101 and EN 102, Sophomore status, 3.0 GPA in tutoring subject area or recommendation of instructor. Credit, 1 hour. Grading: letter grade. ED 210-211A, Credit, 0 hours.

**ED 300 Field Experiences for Elementary Education**

The first of three sequential, incremental clinical experiences required of elementary education majors. Students gain experience, practice and training in the classroom as they work with an individual child to help strengthen that child's learning skills, confidence, and self esteem. Prerequisite: A grade of a C or better in ED 200. Credit, 1 hour.

**ED 301 Field Experiences for Education Majors**

The second of three sequential, incremental clinical experiences required of elementary education majors. The first of two clinical experiences for secondary education majors. Students spend forty (40) hours in a public school classroom

## EDUCATION

[except for elementary education majors who spend thirty (30) hours in the classroom]. Students work in public schools to plan, observe and instruct small groups of students. For K-12 certification, students will work in an elementary school. Prerequisite: A grade of "C" or better in Education 300 (elementary education majors only) and passing Praxis I. Credit, 1 hour.

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### **ED 302 Field Experiences for Education Majors**

The third of three sequential, incremental clinical experiences required of all elementary education majors. The second of two clinical experiences for secondary education majors. Students spend forty (40) hours in a public school classroom [except for elementary education majors who spend thirty (30) hours in the classroom]. Students combine theory and practice by planning and directing activities for large groups of students. For K-12 certification, students will work at the secondary level. Prerequisites: A grade of "C" or better in Education 300 and 301 for elementary majors, 301 for secondary majors, passing Praxis I. Credit, 1 hour.

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### **ED 303 Teaching Reading: Instructional Practices**

A survey of the methods and materials for teaching reading, listening, speaking, and writing. Traditional and current approaches to teaching reading are examined. Prerequisite: A grade of "C" or better in ED 200. Passing Praxis I. Credit, 3 hours.

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### **ED 304 Teaching Reading and Writing in the Content Areas**

A study of the reading and communication skills and strategies necessary

for effective teaching in subject matter areas. This course includes instruction in ADEPT and various learning styles. Prerequisite: A grade of "C" or better in Education 200 and passing Praxis I. Credit, 3 hours.

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### **ED 306 Middle Grades Curriculum and Organization**

A comprehensive overview of middle grades education with emphasis on the foundational components including middle school curriculum and characteristics, the middle grades learner, the middle grades teacher, and organizational instructional programs appropriate for contemporary early adolescents in American society. Course assignments and your prior classroom experiences will merge to provide the context for exploring, developing, and critically reflecting upon your perceptions of early adolescent development, curriculum, teaching, learning, and the organization of schooling at the middle grades level. Prerequisites: ED 200, Passing Praxis I scores or ACT/SAT exemption. Credit, 3 hours.

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### **ED 307 Educational Psychology**

Theories of learning, memory, cognition, and education, with an emphasis on application in the classroom. Designed for the prospective teacher, this course is also appropriate for prospective psychologists and counselors. Prerequisite: Psychology 101. (Same as Psychology 304.) Credit, 3 hours.

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### **ED 309 Tests and Measurements**

An introductory course in testing and measuring. Emphasis is on statistics, test construction, selecting tests, administering tests, scoring tests, and interpreting tests. (Same as Human Resource 309 or Psychology 309.) Credit, 3 hours.

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**ED 310 History and Philosophy of Education**

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

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**ED 312 Foundations of Teaching Reading**

A survey of the sociological, linguistic, and psychological aspects of the reading process and the methods, materials, skills, and instructional strategies essential for success in teaching reading to students of diverse backgrounds and abilities. A field experience (practicum) component is included in this course. Prerequisites: A grade of "C" or better in ED 200 and passing Praxis 1 Core. Credit, 3 hours.

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**ED 320 The Exceptional Child**

This course includes the study of a variety of disabilities that afflict school-age children and youth. Attention will be given to special problems of adjustment and adaptation as it relates to the school setting. Additional emphasis will be placed on techniques and resources for assisting these children to maximize their respective potentialities. (Same as Psychology 320.) Credit, 3 hours.

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**ED 345 Methods of Teaching Mathematics in the Elementary School**

The purpose of this course is to describe the techniques and skills necessary for successfully teaching mathematics at the elementary school level. Students will be actively engaged in constructivist based problem-solving, hands-on activities, hypothesis generating and testing, experimentation, and other methods of teaching mathematics. Emphasis will be placed on

using everyday objects and technology to teach. Diagnostic prescriptive strategies will also be explored. Prerequisites: A grade of "C" or better in ED 200, or 355, EE 309, pass Praxis I. Credit, 3 hours.

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**ED 346 Methods of Teaching Science in the Elementary School**

The purpose of this course is to describe the techniques and skills necessary for successfully teaching content in science at the elementary school level. Teacher candidates will be actively engaged in problem-solving, hands-on activities, inquiry-based design, experimentation, and other methods of teaching science. Attention will be given to the use of technology and best practices based on research. Prerequisites: A grade of "C" or better in ED 200, or 355, EE 309, pass Praxis I. Credit, 3 hours.

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**ED 347 Teaching Social Studies in the Elementary School**

A study of strategies and methods to teach the themes, concepts, and modes of inquiry from the field of social studies. Prerequisite; Pass Praxis I, A grade of "C" or better in ED 200 and ED 303 or ED 355, EE 309. Credit, 3 hours

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**ED 349 Teaching Language Arts in the Elementary School**

A study of the objectives, materials, methods, and procedures for teaching the language arts with a focus on writing instruction. Prerequisites: Pass Praxis I, A grade of "C" or better in ED 200 and ED 303 or ED 355, EE 309. Credit, 3 hours.

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**ED 352 Fine Arts for the Elementary Education Teacher**

This course enables students to explore the visual and performing arts as they relate to elementary students. Emphasis will be on integration of the fine arts into the academic curriculum. Students will write about and discuss the connections

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between the fine arts (music, theatre, dance, visual art) and core subjects (science, social studies, reading, writing, and math). Students will create activities that teach core subjects through explorations of the fine arts. Prerequisite: A grade of "C" or better in ED 200, Elementary Education students must have passing scores on Praxis I exams. Credit, 2 hours.

### **ED 355 Principles of Effective Teaching in the Elementary Classroom**

This course includes instruction in classroom management, creating effective lesson plans based on the South Carolina curriculum standards, and using both traditional and alternative assessments to plan effective instruction. Prerequisite: A grade of "C" or better in Education 200, passing Praxis I. Credit, 3 hours.

### **ED 412 Diagnostic Assessment and Prescriptive Teaching of Reading**

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

### **ED 452W Clinical Practice**

The final course for elementary majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom. The ADEPT process is used to evaluate the student teaching experience. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course

work is completed. Exceptions to the rule may be made by the Teacher Education Committee upon the recommendation of the Division. Grading is on a Pass/Fail basis. Credit, 12 hours.

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## **COURSE OFFERINGS IN ENGLISH**

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### **EN 095 Developmental Reading and Writing**

This course is designed to provide special instruction in reading and writing for students who need more preparation before taking freshman composition (EN 101). A student required to take English 095 must enroll in the course during his/her first semester on campus and must be continuously enrolled until proficiency level is reached. Grading is on a Satisfactory/Unsatisfactory basis. Credit awarded for the course will not count toward hours needed in completed graduation requirements. After successful completion of this course, a student must immediately enroll in English 101. Credit, 3 hours.

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### **EN 101W Freshman Composition**

An introduction to college composition, this course emphasizes the skills necessary for writing well-organized and effective essays in support of a thesis. Students will write and revise a variety of essays that demonstrate critical reading skills and competence in standard English usage. A special section of this course with computer-aided instruction may be offered periodically. A student required to take English 101 must enroll in the course during his/her first semester on campus and must be continuously enrolled until the proficiency level is reached. After successful completion with a grade of at least a "C," a student must immediately

take English 102. Prerequisite: English 095 or exemption from English 095. Credit, 3 hours.

**EN 102W Argument and Research**

The course will emphasize methods of developing the argumentative essay through selected readings and intensive writing. Attention will be given to oral communication skills, extended analysis and argument, techniques of library research, and its organization and presentation in one or two long papers. A grade of “C” or better is required in this course, or it must be repeated continuously until a grade of “C” is earned. Prerequisite: English 101. Credit, 3 hours.

**EN 103W/EN 103H Honors Writing Seminar**

This course emphasizes critical reading, analytical and argumentative writing, the techniques of library research, clear and coherent organization and presentation of materials, mastery of grammatical essentials, and legitimate use of outside sources. A grade of “C” or better is required in this course, or it must be repeated continuously until a grade of “C” is earned. Open only to students in the Honors Program. Prerequisite: English 095 or exemption from EN 095. Credit, 3 hours.

**EN 105/EN 105H Fundamentals of Public Speaking**

A public speaking course which emphasizes research, organization, delivery, and presentation of various types of speeches. A grade of “C” or better is required in this course to satisfy Limestone’s Verbal Skills requirement. The course must be repeated until a grade of “C” or better is earned. Prerequisite: EN 101 or a qualifying score on the English placement

examination to exempt EN 101. (same as CM 105). Credit, 3 hours.

**EN 201 Experiences in Literature**

A study of selected works of poetry, drama, and fiction from different periods and cultures with the objective of enhancing the student’s appreciation of literature. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

**EN 201H Experiences in Literature**

An honors section of English 201. It deals with the same matters as English 201, but in more depth and breadth. Open only to students in the Honors Program or by permission of the instructor. This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

**EN 202/EN 202H Major British Authors I**

A survey of the most important literary movements, figures, and genres from Beowulf through the early eighteenth century. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

**EN 203 Major British Authors II**

A survey of the most important literary movements, figures, and genres from the late eighteenth century into the twentieth. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

**EN 204 Major American Authors I**

Extensive readings in major American authors through Emily Dickinson. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.



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### **EN 205 Major American Authors II**

Extensive readings in major American authors from Mark Twain through the present. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

### **EN 206 Continental European**

#### **Literature**

Extensive readings in masterpieces of Western literature from Homer through Cervantes (excepting the British). This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

### **EN 212/EN 212H Drama**

#### **Appreciation**

A general survey course designed to stimulate awareness and appreciation of dramatic art. Areas of exploration include theatre history, dramatic literature (modern and classic), and elements of production. Prerequisite: English 102 or 103H. (Same as Theatre 101) Credit, 3 hours.

### **EN 213 Performance Studies**

Performance Studies is an interdisciplinary course that explores post-modern theatre styles. This beginner course focuses on how our everyday lives and experiences can be looked at as performances. In this non-traditional theatre class, students will develop their creative impulses and bring their imaginations to life on stage through three major subject areas: 1) Songs and Poetry as Performance, 2) Oral History (Story Telling) as Performance, and 3) Performance Art. (Same as Theatre 201). Credit, 3 hours.

### **EN 215W Business Communication**

A study of communication theory and its practical applications in the business world. The course provides practice in

both written and oral communication. Writing topics covered include style, memos, letters, e-mail, resumes, and research. Oral communication topics include presentations and interviews. Prerequisite: English 102 with a grade of "C" or better. (Same as Business Administration 215.) Credit, 3 hours.

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### **EN 220W/ EN 220H American**

#### **Women Writers**

This course studies fiction written by American women of various backgrounds--Native American, Asian American, African American, and European American. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

### **EN 222 Sport Literature and Communications**

Sport Literature and Communications is an introductory study of the portrayal of sports, as well as leisure games, and their description through written and photographic essays in works of both prose and poetry. The principle objective of the course is to examine the nature and development of sport through a variety of sources, written and oral. A secondary objective is to develop critical thinking skills about the role and significance of sport in society and culture. Literature and communications are a reflection of humanity, its joys and sorrows, and its dreams. Sport has been defined as a microcosm of life. Thus, sport literature and communications are a reflection of life in both writing and storytelling. Prerequisite: EN 101, EN 102 (same as PE 222). Credit, 3 hours.

*Note: This course is a requirement for majors in Sport Management and may be*

*taken as an elective for all other students. It will not fulfill the General Education literature requirement. Education.*

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**EN 224W-225W Writing Center Practicum**

This course will enable students to engaging in the practice of writing instruction as peer tutors. This course will be informed by current Composition theory and practice and will work toward the development of a writing center praxis. Course participants will learn to evaluate and critique student writing in the setting of one-on-one peer tutorials. Students will learn the fundamentals of composition pedagogy as it is situated in writing center work and engage in an ongoing conversation about their practice as writing tutors. This course must be taken by all students working as tutors in the Writing Center. Students may repeat English 224 for credit up to four times. Students must enroll in English 224 as a credit course for at least two consecutive semesters; after two consecutive semesters, students may repeat English 224 as a non-credit course. Prerequisite: Approval EN 224-225. Credit, 0 hours.

**EN 230W Creative Writing**

Provides a setting for beginning writers as well as those who have begun to develop a sense of craft. Students will experiment with form, technique, imagery, and ideas, learn about particular aspects of the craft, gather feedback from other writers, and obtain information on submitting work to contests and publishers. The course will emphasize and encourage each student's development of personal style and voice. Prerequisite: English 102 or 103H. Credit, 3 hours.

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**EN 230A W Creative Writing**

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

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**EN 230B W/EN 230B H Creative Writing**

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

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**EN 230C W Creative Writing**

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

**EN 231W Technical and Professional Writing**

This course emphasizes the techniques of communicating specific information to a specified audience so that the reader's understanding matches the writer's intentions. Students will demonstrate a clear understanding of the purpose and the audience for each document, and prepare a variety of documents that are accurate, clear, complete, concise, well organized, and correct. Prerequisite: English 102 or English 103H with a grade of "C" or better. (Same as Business Administration 231.) Credit, 3 hours.

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**EN 240/ EN 240H Introduction to Film Studies**

A general survey course designed to encourage awareness and appreciation of film as an art form. Areas of emphasis include, but are not limited to, film history, genre study, major movements and schools, Hollywood, and adaptation. (Offered alternate years.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

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**EN 302/EN 302H Shakespeare**

An intensive study of the principal plays as well as the sonnets of Shakespeare.

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This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

### **EN 305/ EN 305H Introduction to the British Novel**

Introduction to the British Novel is a course designed to acquaint the student with the social, political, and economic factors which gave rise to the novel. The student will also trace the novel's evolution from other forms as well as note the changes within the genre itself. The student will critically evaluate the novel using various critical theories. Finally, the student will see the influence of 18th and 19th century forms on current novels. (Offered alternate years.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

### **EN 306/ EN 306H Victorian Literature**

A study of the social, intellectual, and literary movements of the Victorian era, with intensive study of selected works. (Offered as needed.) This course meets the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

### **EN 310W/ EN 310H Contemporary Literature of the Non-Western World**

This course is designed to introduce students to the work of distinguished authors from many parts of the contemporary Non-Western world. Students will read, discuss and write about literature from Asia, Africa, and Latin America, using Post-Colonial literary theory as a lens through which to examine the intimate connections among politics, history, gender, race, class, and literature. Through many kinds of analysis, students will gain a better understanding of Non-Western

authors, their works, and their many cultural and historical contexts. This course does not meet the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

### **EN 311W Studies in African-American Literature**

This course studies literature (fiction, nonfiction, drama, and poetry) by African Americans from the mid-1800s to the present. The course is designed to help students understand how African-American literary culture has developed and how it continues to develop in the contemporary period. Credit, 3 hours.

### **EN 312 Southern American Literature**

A study of imaginative literature written by Southerners, concentrating on the twentieth century, but also dealing with earlier background material. (Offered as needed.) This course does not meet the General Education literature requirement. Prerequisite: Any 200-level English Course. Credit, 3 hours.

### **EN 324W Literary Criticism**

An introduction to the various techniques of literary analysis, with emphasis on the methods employed since the 1950's. Students will apply various theoretical approaches--cultural/new historicist, deconstructionist, feminist, formalist, psychoanalytic, and reader response--to poetry, fiction, and drama. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

### **EN 326W/ EN 326H Advanced Composition, Creative Nonfiction**

A study of the creative process that includes all the choices a writer makes: selecting and interpreting facts, evidence, or details; creating a structure

and shaping it to fit the teller's purposes; using language and rhetorical or stylistic devices to reinforce the mood or point. Course components include study of major essayists, frequent writing exercises, and the creation of a portfolio of revised work. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

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**EN 327 Studies in English Language**

A study of the internal history and structure of our language, presented in a chronological treatment of its phonological, morphological, syntactic, and semantic development to the present, including traditional and modern grammars. (Offered as needed.) Prerequisite: English 102 or English 103H. Credit, 3 hours.

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**EN 329W Literature for the Adolescent**

This course introduces prospective junior and senior high school English teachers to the junior novel and to adult literature (both including representative selections from minority literature) appropriate to the adolescent-age interest group, studies the basic needs of the adolescent in relation to adolescent literature, develops criteria to evaluate the literary merit of adolescent literature, and surveys the role of the teacher in reading guidance and developing thematic literature units of study around topics relevant to adolescents and their needs and interests. This course does not meet the General Education literature requirement. Credit, 3 hours.

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**EN 331/ EN 331H Studies in Contemporary Drama**

This course will familiarize the student with the most recent and most admirable writing occurring in the contemporary

theatre. Theatre is an immediate art form, and the student must not only understand its heritage and history, but also be familiar with the works of the most contemporary theatre artists. Students will learn to put these works into a critical and historical context as well as forecast where theatre might be headed and why. This course does not meet the General Education literature requirement. Prerequisite: English 102 or 103H. Credit, 3 hours.

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**EN 340/ EN 340H Topics in Film**

A course that focuses on a specific aspect of film, designed to enhance students' continuing appreciation of film as an art form. Particular focuses may include, but are not limited to, genre theory, auteur theory, adaptation, great directors, specific schools of film and their relationship to other arts. (Offered in even years in the spring semester) Prerequisite: English 102 or 103H. Credit, 3 hours.

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**EN 416/ EN 416H Studies in Modern Poetry**

A study of the English and American poetry of the twentieth century, with emphasis upon noted poets and poetical movements. (Offered alternate years.) This course does not meet the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

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**EN 418/ EN 418H Studies in Modern Fiction**

A consideration, employing various approaches, of twentieth-century British, American and continental fiction from about 1900 to the present. (Offered as needed.) This course does not meet the General Education literature requirement. Prerequisite: Any 200-level English course. Credit, 3 hours.

## ENGLISH/FRENCH

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### **EN 430W Methods of Teaching Language Arts in the Secondary School**

The purpose of this course is to help prospective teachers develop a knowledge base from which they can confidently teach the language arts in grades nine through twelve. (Offered as needed.) Passing Praxis I. Credit, 3 hours.

### **EN 452 Clinical Practice**

This 60-day course of study in the public schools allows English education students to combine theory and practice in the classroom under the guidance of the classroom teacher. The student teaching experience will be evaluated by the NCATE program standards as outlined by the National Council of the Teachers of English and by the South Carolina state teaching guidelines outlined by the ADEPT process. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to this rule may be made by the Teacher Education Committee. Grading is on a Pass/Fail basis. Credit, 12 hours.

### **EN 490 English Internship**

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

### **EN 495W/EN 495H 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 dem-

onstrate wide reading, critical thinking, knowledge and application of research techniques, and skill in writing. For the critical option, the student produces a final critical paper/project on a literary subject chosen in consultation with a faculty supervisor. For the creative writing option, the student produces a critical preface and a portfolio of original work in consultation with a faculty supervisor. Prerequisites: Senior status and permission of the instructor. Credit, 3 hours.

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## **COURSE OFFERINGS IN FRENCH**

### **FR 101 Elementary French I**

This course will address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audio visual materials will illustrate French and francophone ways of life. Enrollment is limited to students who have had no prior training in French or with permission of the instructor. Credit, 3 hours.

### **FR 102 Elementary French II**

This course will continue to address basic proficiency in understanding, speaking, reading and writing French in everyday situations. Audio visual materials will illustrate French and francophone ways of life. Prerequisite: FR 101 or prior training in French or permission of the instructor. Credit, 3 hours.

### **FR 201 Intermediate French I**

This course will provide a systematic review of the basic structures of French. Class instruction will center on communicative activities such as conversation and writing, with an emphasis on culture. Prerequisite: 2 semesters of college French or 2 or more years of high school French or permission of the instructor. Credit, 3 hours.

# FRENCH/GEOGRAPHY/GERONTOLOGY/HEALTH CARE

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## **FR 202 Intermediate French II**

Continuation of FR 201. This course is designed to further develop conversational competence and knowledge of francophone culture using current-day francophone media, short literary readings and in-class conversation. Prerequisite: French 201 or permission of the instructor. Credit, 3 hours.

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## **COURSE OFFERING IN GEOGRAPHY**

### **GE 211 Economic Geography**

The course examines the spatial relationships between people, places, and environments with respect to how societies answer the questions of what, how, and for whom to produce. The relationships are examined at the local, regional, and global levels. (Same as Economics 211.) Credit, 3 hours.

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## **COURSE OFFERING IN GERONTOLOGY**

### **GER 200 Issues and Perspectives in Aging**

This course will examine the biological, psychological, sociological, and cultural dimensions of aging. It will also attempt to identify factors which contribute to successful aging. (Same as Social Work 207.) Credit, 3 hours.

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## **COURSE OFFERINGS IN HEALTH CARE ADMINISTRATION**

### **HC 201 Health Care Delivery in the United States**

This course provides an explanation of how the United States health care system is structured and how it functions. The student is given an overview of the U. S. health system, the underlying reasons for health services utilization, and an

examination of measures used to assess access to health services. Credit, 3 hours.

### **HC 301 Health Care Finance**

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

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### **HC 304 Health Care Economics**

This course provides an over view of the economics of health care. The various payers are examined, including private, state, and federal entities. The student is exposed to an analytical approach in its treatment of political economics and introduced to the concept of the value of economics in understanding public policy issues that affect the medical services sector and the future economics of health care. Prerequisites: Economics 203. (same as Economics 304). Credit, 3 hours.

### **HC 310 Health Care Information Systems**

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

### **HC 311 Politics of Health Care**

The politics of Health Care examines the guiding rules, ideas, and concepts in the political development of the U. S.

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health policy. It covers the government institutions part in forming policy, i.e., business corporations, doctors, lobbyists, and public opinion. Credit, 3 hours.

### **HC 315 Health Care Law**

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

### **HC 410 Health Care Quality**

**Management and Outcome Analysis**  
This course covers operations management, organizational behavior, and health services research through an interdisciplinary approach on quality management in health care. The student will focus on Total Quality Management and Continuous Quality Improvement, learning to meet the challenges of implementation and institutionalization in a variety of health care settings. Prerequisites: Mathematics 200, Business Administration 300. Credit, 3 hours.

### **HC 452 Health Care Policy**

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

### **HC 490 Health Care Internship**

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

in Health Care Administration. The student will have a faculty sponsor, as well as a supervisor at the enterprise to direct and supervise the student's activities. A student is expected to complete 125 hours for 3 semester hours of credit. Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/Health Care Administration department professors. Credit, 3 hours.

### **HC 491 Health Care Internship**

The student is placed in a local private or public enterprise to gain work-related experience consistent with his/her study in Health Care Administration. The student will have a faculty sponsor, as well as a supervisor, at the enterprise to direct and supervise the student's activities. A student is expected to complete 250 hours for 6 semester hours of credit. Internships require junior or senior status, a minimum 2.8 grade point average, and recommendations from two Business Administration/Health Care Administration department professors. Credit, 6 hours. Credit, 3 hours.

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## **COURSE OFFERINGS IN HISTORY**

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### **HI 110/HI 110WH/HI 111WH World Civilization I and II**

A survey of selected topics in the major civilized areas of the world. Major emphasis is placed on Western society; the thought and development of non-western cultures are also studied. The dividing point between the terms is the onset of the Renaissance (ca. 1400). Credit, 3 hours.

### **HI 110/110WH-HI 111/111WH World Civilization I and II**

The topics covered are basically the same, as those in 110-111, but the as-

signed reading and writing are heavier. Emphasis is placed on discussion of the readings. (Open to Honors Program students or by invitation of the professor.) Credit, 3 hours.

**HI 112/HI 112WH United States History I**

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

**HI 113 United States History II**

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

**HI 214/214WH Non-Western**

**Civilizations**

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

**HI 303/HI 303WH Critical Issues of the New Millennium**

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

**HI 304 Reformation, Science, and Enlightenment**

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

**HI 305 Imperialism, Revolution, and Reform**

A study of Modern European Imperialism and Global Reaction from the 19th-20th Centuries. Specific attention will be paid

to Revolutions and Reforms in Asia, Africa, and Oceania. (Non-American), Prerequisites: History 111 or History 214. Credit, 3 hours.

**HI 307 Europe in the Twentieth-Century**

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

**HI 309W/HI 309WH Holocaust Studies**

A historical examination of the attempted destruction of European Jewry in the 20th century. Topics include: Jewish culture and civilization, Anti-Semitism, the rise of exclusionist political parties, Adolf Hitler, Jewish resistance, survivors, and "Holocaust Deniers." (Non-American) Credit, 3 hours.

**HI 320 History of Business and Technology**

An introduction to western business technology from medieval times to the present. Examines the rise of business in America, the role of the corporation, business and labor, and business and government. Examines the process of technical change, the nature of technological systems, the diffusion of technological improvements, and the role of technology in broader historical movements. (Non-American), (Same as Computer Science 320.) Credit, 3 hours.

**HI 321/321WH The Birth and Death of the Soviet Union**

The background and causes of the Russian Revolution, the Bolshevik takeover of 1917, the leadership of Lenin and Stalin, modern Soviet society, and factors in the collapse of the U.S.S.R. are analyzed. (Non-American), Credit, 3 hours.

COURSE DESCRIPTIONS



# HISTORY

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## HI 325 Latin American History

A journey through Latin America from the colonial period to the present, with emphasis on economic, political, and cultural development since 1900. Relations between the United States and Latin American nations, particularly Mexico, are examined. (Non-American), Credit, 3 hours.

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## HI 334 The American South

An exploration of the South as a distinct region within the American experience. Areas of emphasis are the development of antebellum society, the impact of the Civil War and Reconstruction, and the cultural development of Southern society. Major themes include black-white relations and the economic evolution of the South since the Civil War. (American), Credit, 3 hours.

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## HI 338 African-American History

A look at the African presence in America from 1607 to the present. Topics include: the slave trade, varieties of slave experiences, antebellum free persons of color, impact of Reconstruction, the African-American experience in wars, segregation, disfranchisement, and the Civil Rights Movement. Prerequisites: History 112 or 113 (U.S. History I or II) (American), Credit, 3 hours.

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## HI 341 Colonial and Revolutionary America

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

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## HI 342 Jeffersonian and Jacksonian America

An examination of the early history of the United States from the Washington Administration through the Mexican-

American War. Areas of emphasis include politics, the emergence of capitalism, reform movements, and cultural and social developments. Prerequisites: History 112, or by permission of the instructor. (American), Credit, 3 hours.

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## HI 343/343H The Civil War and Reconstruction

A study of the Civil War and Reconstruction in the U.S. Topics covered will be the causes of the war and military campaigns, as well as extended coverage of the constitutional and political questions surrounding the reconstruction of the Federal Union. (American), Credit, 3 hours.

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## HI 344 America between the Gilded Age and the Second World War

This course examines the development of the United States from the Industrial Revolution to 1945. Topics include the rise of big business, labor and reform movements, immigration, the emergence of popular culture, imperialism, the Great Depression, and World War I and II. Prerequisite: History 113, or by permission of the instructor. (American), Credit, 3 hours.

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## HI 345 America in Recent Times

This course explores political, economic, social, and cultural developments in post World War II America. Topics include the Cold War, the Civil Rights Movement, Vietnam, domestic protests, feminism, and globalization. Prerequisite: History 113, or by permission of the instructor. (American), Credit, 3 hours.

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## HI 346 US-Middle East Relations, 1914-Present

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

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## HI 347 Introduction to Public History

This course is designed to introduce stu-

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dents to the theory and practice of public history. Topics assessed in the course include the collecting and presenting of history; the relationship between history and national, communal, and personal memory; the politics of public history and the production and dissemination of history in diverse formats and media. Prerequisites: completion of 12 hours of history courses. Credit, 3 hours.

### **HI 350 United States Economic History**

A study of the economic development of the United States from the Colonial period through the present. Areas of emphasis are international trade, banking, labor relations, and government economic policy. (American), (Same as Economics 350.) Credit, 3 hours.

### **HI 400W Research Seminar**

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

### **HI 401W History Research Project**

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

### **HI 490 Public History Field Experiences**

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

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## **COURSE OFFERINGS IN HUMAN RESOURCES**

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### **HR 103 Introduction to Human Resource Management**

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

### **HR 201 Training Material Design** (formerly HRD 201)

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

### **HR 209 Multimedia in the Classroom**

The theory, art, and technology of planning and producing visual and auditory materials for instruction. Analysis of electronic media and its application in instruction for improving or enhancing the learning process. Prerequisite: CS 102. Credit, 3 hours.

### **HR 303 Compensation and Benefits**

An approach to study the total compensation methodology of today's or-

## HUMAN RESOURCE

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

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### **HR 304 Educational Psychology**

Theories of learning, memory, cognition, and education, with an emphasis on application in the classroom. Designed for the prospective teacher, this course is also appropriate for prospective psychologists and counselors. Prerequisite: Psychology 101. Credit, 3 hours.

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### **HR 305 Organizational Development**

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

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### **HR 309 Tests and Measurements**

An introductory course in testing and measuring. Emphasis is on statistics, test construction, selecting tests, administering tests, scoring tests, and interpreting tests. Credit, 3 hours.

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### **HR 311 Staffing and Labor Relations**

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

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### **HR 324 Managing Diversity in the Workplace**

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

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### **HR 350 Leadership in Organizations (formerly HRD 350)**

An examination of the significant research and theory that provides the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated Leadership Development Action Plans (LDAP), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. Prerequisite: Business Administration 300. (Same as Business Administration 350) Credit, 3 hours.

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### **HR 401 Performance Management**

Performance management begins with strategic planning of organizational objectives and systems, and extends to the development of a closed-loop process from goal setting to feedback. This course also examines the influence of human performance elements (such as quality of work life, rewards and recognition, job design, team building, and participative management) on organizational performance. Prerequisite: Business Administration 300. (Same as BA 401). Credit, 3 hours.

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### **HR 420 Staff Development and Training (formerly HRD 420)**

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

## HUMAN RESOURCE/INTERDISCIPLINARY STUDIES

historic development to current methods and trends. Emphasis is on learning how to design and manage effective training programs for the workforce in both public and private sectors. Also examines the responsibilities of human resource practitioners and their roles and functions within an organization. Prerequisite: Business Administration 300. Credit, 3 hours.

### **HR 450 Advanced Human Resource Development**

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

### **HR 452 Strategic Human Resources Management**

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

### **HR 490 Human Resource Internship**

The student is placed in a local private or public enterprise to gain work-related experience in HR. The student will have a faculty sponsor as well as a supervisor at the enterprise to direct and supervise the

student's activities. A student is expected to complete 125 hours or 250 hours for 3 semester or 6 semester hours of credit, respectively. Internships require senior status, a minimum of 2.8 grade point average, and recommendations from two business or HR department professors. Credit, 3-6 hours.

## **COURSE OFFERINGS IN INTERDISCIPLINARY STUDIES**

### **ID 100 Academic Inquiry**

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

### **ID 110 Study Skills**

The primary focus of this course will be to present students with important study strategies needed to obtain, organize, and use information presented in textbooks and other instructional materials. Credit, 3 hours.

### **ID 111, ID 211, ID 311, ID 411**

#### **Strategies**

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

## INTERDISCIPLINARY STUDIES

plans. Students will meet individually one hour per week with the instructor on an assigned basis. As students progress through the years, reaching specific benchmarks, student responsibilities increase. Must have the permission of the instructor. Credit, 1 hour. (5th year and other students may take this course for zero credit, with permission from the instructor.)

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### **ID 201 Transition Success**

This course will introduce you to Limestone College, its mission, and your role within the college. It will introduce you to the internet based courses, the library, and other services available to you at the College. All students in the extended campus must take this course in their first semester. In addition, it is required for all Day transfer students who transfer in more than 24 hours. This course is designed to make your transition to Limestone College easier. You will learn about services available to you as a Limestone College student. Credit, 3 hours.

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### **ID 301W Critical Thinking**

This course helps students develop and refine their higher-order thinking skills. Students will analyze the thinking evident in a variety of texts and media for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and ethics. Students will also write frequently, applying the same standards to their own thinking and writing. The Measurement of Academic Proficiency and Progress, the test adopted by Limestone College to measure each student's general education competency levels, will be included as one of the assessment methods for the course. Prerequisites: Junior standing and completion of Limestone's Verbal and Quantitative Skills

Requirements (English 101, 102, 105). Credit, 3 hours.

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### **ID 305W Academic Research**

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

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### **ID 355 Renaissance, Theatre, and Culture**

An interdisciplinary study of history, music, and art of the Renaissance Period, specifically pertaining to a pre-selected prominent period of time. This course will culminate in the production of a traditional madrigal dinner based on research into the economic, political, and cultural climate of the period as well as modern-day artistic creative process. Minimum enrollment - 12 students. Lab fee. Credit, 4 hours.

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### **ID 400 Senior Seminar**

This course seeks to develop and strengthen the skills that will enable students to succeed in their careers, graduate school studies, and continuing personal development. Topics covered include graduate school evaluation, application, selection, and negotiation for assistantships; career planning; job search concepts and skills; and personal living skills. Credit, 1 hour.

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**INTERNATIONAL STUDIES COURSES**


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**IS 150 Global Issues**

The course examines critical issues facing the world from a global perspective. Political/economic, social/cultural, and climatic/environmental issues and their interdependence are discussed. Credit, 3 hours.

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**IS 250 Cross Cultural Communications**

The course introduces students to a broad range of theory and practice in the field of communication between people from different societal cultures. Through lecture, discussion, videos, class participation, and field experiences, students examine similarities and differences that affect communication. Emphasis is on increasing students' understanding and appreciation of cultural diversity. Prerequisite: English 101 with a grade of "C" or better. Credit, 3 hours.

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**IS 360 World Trade and International Business**

An overview of the field of study that focuses on business activities that cross national boundaries. It includes international trade, foreign investment, international banking, international transfer of technology, and global business strategies. Prerequisites: Business Administration 300 or 341. (Same as Business 360 and Economics 360.) Credit, 3 hours.

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**COURSE OFFERINGS IN MATHEMATICS**


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

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**MA 093 Developmental Algebra**  
(formerly MA 091)

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

**MA 104 Recreational Math**

This course provides the student with the opportunity to experience a myriad of mathematically related recreations, such as puzzles, constructions, logic, fractals, 2D and 3D puzzles, etc. The content varies by semester and is drawn from many fields of mathematics and all eras of mathematical development. Prerequisite: None. This course may not be used to satisfy the quantitative skills requirement nor does it waive the Mathematics 092 or 093 requirement. Credit, 1 hour.

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**MA 110 Mathematics for the Liberal Arts**

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

**MA 115 College Algebra**

Real and Complex number systems; equations and inequalities of one and two variables; polynomial, rational, exponential, and logarithmic functions; and algebra of functions. Prerequisite: Mathematics 093 or exemption from Mathematics 093. (Offered every semester.) Credit, 3 hours.

# MATHEMATICS

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

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

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## **MA 122 Precalculus**

Trigonometric functions, identities, and equations; polar coordinates; parametric equations; trigonometric form of complex numbers; vectors and the dot product; conic sections; systems of equations; and introduction to sequences, series, permutations, combinations, and probability. Prerequisite: MA 115, or precalculus (or equivalent) in high school with a minimum grade of "B", or permission of instructor (Offered every semester.) Credit, 3 hours.

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## **MA 150 Introduction to Calculus for Business**

Limits, differentiation of algebraic, exponential and logarithmic functions, a brief introduction to integration, and applications to business and the social sciences. Prerequisite: at least a "C" in any of MA 115, MA 116, or MA 122. (Offered as needed.) Credit, 3 hours.

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## **MA 160 Mathematical Logic and Set Theory**

A substantial study into set theory and operations, basic and advanced logical argument construction, and an introduction to mathematical analysis. Emphasis is placed on the rigor and logical argu-

ment required in the proof of theorems, corollaries, and lemmas. Prerequisite: Mathematics 115 or above (except MA 200) with a minimum grade of "C". (Offered in Spring Semester) Credit, 3 hours.

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## **MA 200/MA 200H Elementary Statistics**

Graphical presentation of data, measures of central tendency, dispersion and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. Technology will be used to represent and analyze data. (Same as Business Administration 200, Economics 200, or Psychology 200.) Credit, 3 hours.

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## **MA 204 College Geometry**

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

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## **MA 205 Calculus I**

Power, polynomial, rational, and trigonometric functions, limits, continuity, Intermediate Value Theorem, Extreme Value Theorem, derivatives, Mean Value Theorem, L'Hôpital's Rule, applications of derivatives, and antiderivatives. Graphing calculators will be used in exploring concepts covered and in applications. Prerequisite: MA 122 with a minimum grade of "C", or precalculus

(or equivalent) in high school with a minimum grade of “A”, or permission of instructor.(Offered in Fall Semester.) Credit, 3 hours.

**MA 206 Calculus II**

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

**MA 230 Introduction to Linear Algebra**

An introduction to linear algebra in the context of finite dimensional real vector spaces for application in other disciplines. Coverage includes systems of linear equations and matrix algebra, Gaussian elimination, determinants, linear independence, bases, dimension, linear transformations, eigenvectors, eigenvalues, eigenspaces, similarity, and orthogonality. Prerequisite: Mathematics 115 or higher (except MA 116 and MA 200) with a minimum grade of "C". (Offered in Spring of even years) Credit, 3 hours.

**MA 300 Discrete Mathematics**

An introduction to discrete structures in mathematics. Topics covered include algorithms, induction and recursion, counting methods, discrete probability distributions, graphs, and trees, with use of technology for exploring concepts and creating simulations. Prerequisite: Mathematics 160 with a “C” or better. (Offered in Fall Semester of even years.) Credit, 3 hours.

**MA 301/301H Differential Equations**

Classifying differential equations, solutions and applications of certain first order differential equations and of higher order linear equations, Laplace transforms, and series solutions. Prerequisite: Mathematics 206 with a “C” or better. (Offered in Fall of even years.) Credit, 3 hours.

**MA 304W The History of Mathematics**

The historical development of number and operations, algebra, geometry, calculus, probability, data analysis, statistics, discrete mathematics, and measurement systems with emphasis on the contributions of various cultures. The mathematics of ancient cultures, medieval Europe and the Renaissance, the era of Newton and Leibniz, and the modern age will be covered. Substantial writing on mathematical topics is required of each student. Prerequisite: Mathematics 205 with a grade of “C” or better or permission of the instructor. (Offered in Fall of even years.) Credit, 3 hours.

**MA 307 Calculus III**

This course provides instruction in basic facts on infinite series, Taylor polynomials and series, parametric equations, polar coordinates, vectors and geometry in space, and calculus on vector-valued functions. Prerequisite: Mathematics 206 with a "C" or better. (Offered in Fall Semester) Credit, 3 hours.

**MA 308 Calculus IV**

The course provides instruction in basic facts on differentiation and integration of functions of several variables, limits and continuity, partial derivatives, differentials, extrema of functions of two variables, iterated integrals, triple



# MATHEMATICS

integrals, Jacobians, vector analysis, Green's Theorem and Stoke's Theorem. Prerequisite: Mathematics 307, with a "C" or better. (Offered in spring of odd years). Credit: 3 hours.

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## **MA 317 Probability Theory & Applications (Formerly MA 315)**

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

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## **MA 319 Intermediate Statistics**

Non-theoretical instruction in procedures, analyses, and interpretation of quantitative and qualitative statistical methods. Topics studied include the normal distribution, confidence intervals, one and two sample hypothesis tests, correlation and regression, one and two way analysis of variance, chi-square and contingency tables, non-parametric methods, introduction to multiple regression, basics of experimental design, sampling procedures, collection of data, interpretation and reporting of results. Statistical software will be utilized. This course serves those considering a graduate program in which statistical methods are used. Prerequisite: Mathematics 200 with a "C" or better. (Offered in Spring Semester.) Credit, 3 hours.

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## **MA 320/320H Modern Algebra**

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

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## **MA 350 Methods of Teaching Mathematics in the Secondary School I**

Study of historical events in mathematics education, long and short range instructional planning, assessments, instructional strategies, classroom environment, dispositions of educators, and technology in instructional practices. Training in pedagogy, reading of current research articles on classroom management and assessment strategies. Study and discussion of Common Core Mathematics Standards, and SC ADEPT Evaluation Standards and Procedures. Intended for prospective secondary mathematics teachers. Prerequisite: One upper level mathematics course, passing Praxis I. Co-Requisite: Concurrent enrollment in ED 301MA or ED 302MA, or permission of the Mathematics Education Supervisor. (Offered as needed.) Credit, 3 hours.

## **MA 351 Methods of Teaching Mathematics in the Secondary School II**

Continuing study of pedagogical theory and practices, to include motivation of and expectations for learners, content knowledge of teachers, problem-solving strategies, monitoring classroom learning, discipline and classroom management challenges, instructional use of technology, Common Core Mathematics Standards, literacy in mathematics, and professional responsibilities of classroom teachers. Expository writing to communicate readings in current research for mathematics teaching and learning. Intended for prospective secondary mathematics teachers. Prerequisite: One upper level mathematics course, passing Praxis I. Co-Requisite: Concurrent enrollment in ED 301MA or ED 302MA,

## MATHEMATICS/MILITARY SCIENCE

or permission of the Mathematics Education Supervisor. (Offered as needed.)  
Credit, 3 hours.

### **MA 415 Mathematical Statistics**

Estimation and hypothesis testing, regression and correlation, analysis of variance, nonparametric methods. Prerequisite: Mathematics 200 and 317, both with a minimum grade of "C". (Offered on demand) Credit, 3 hours.

### **MA 425 Real Analysis**

Cardinality, induction, ordered fields, Completeness Axiom, topology of the real numbers, compact sets, sequences, convergence of sequences, limit theorems for sequences, monotone and Cauchy sequences, limits and continuity of functions. The Assessment of Undergraduate Mathematics Knowledge Test, adopted by the mathematics department to measure cumulative learning and retention, will be included as one of the assessment instruments for the course. Prerequisites: Mathematics 160 and 206, both with a minimum grade of "C". (Offered in spring of even years.)  
Credit, 3 hours.

### **MA 426/426H Numerical Analysis**

Methods of approximating solutions of equations, approximate differentiation and integration, and at least one of the following: numerical linear algebra, finite difference equations, or the Runge-Kutta method. Prerequisites: Mathematics 230 or 301 with a minimum grade of "C". (Offered in spring of odd years.) Credit, 3 hours.

### **MA 452 Clinical Practice**

This 60-day course of study in the public schools allows mathematics education students to combine theory and practice in the classroom under the guidance of the classroom teacher. The ADEPT process is used to evaluate the student

teaching experience. Prerequisite: Passing Praxis II. Generally, this course is taken only after all other course work is completed. Exceptions to this rule may be made by the Teacher Education Committee. Grading is on a Pass/Fail basis. (Offered as needed.) Credit, 12 hours.

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## **COURSE OFFERINGS IN MILITARY SCIENCE COURSES**

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BASIC PROGRAM - A JOINT  
PROGRAM WITH WOFFORD  
COLLEGE

### **MS 111 Introduction to ROTC and the U.S. Army**

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U. S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week. Credit, 1 hour.

### **MS 112 Introduction to ROTC and the U. S. Army**

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, low intensity conflict, and basic soldiering techniques. Optional laboratory each week. Credit, 1 hour.

### **MS 211 ROTC Basic Military Skills**

Designed for sophomores who have previously taken MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, command and staff functions, and leadership techniques and applications. Optional laboratory each week. Credit, 2 hours.

## MILITARY SCIENCE/MUSIC

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### MS 212 ROTC Basic Military Skills

Topics in this course include military map reading, army weapons, low intensity conflict, and fundamentals of physical training. Mandatory laboratories during the semester. Credit, 2 hours.

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### Advanced Program - A Joint Program with Wofford College

#### MS 301 Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, leadership and management skills, and communications. One weekend field-exercise and a weekly leadership laboratory. Credit 3, hours.

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#### MS 302 Military Science

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and use of various weapons. One weekend field-exercise and a weekly leadership laboratory. Credit, 3 hours.

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#### MS 401 Military Science

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories and a field training exercise of MS 301 students. Mandatory laboratory each week. Credit, 3 hours.

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### MS 402 Military Science

Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer/enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week. Credit, 3 hours.

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## MUSIC

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

Applied instruction (private lessons) is offered to all students in voice, guitar, keyboard, brass, woodwind, and percussion for one hour credit. For majors and minors lessons are one hour long. Lessons for non-majors are one-half hour long. Contact any member of the music faculty for further information. Music students must have successfully completed the required piano proficiency before registering for applied piano lessons.

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

<b>Instrument or Voice</b>	<b>Non-Major 1 Hour Credit</b>
<b>KEYBOARD</b>	
Piano	ML 130
<b>VOICE</b>	
Voice	ML 128

**WOODWIND**

Flute	ML 116
Oboe	ML 117
Bassoon	ML 118
Clarinet	ML 119
Saxophone	ML 120

**BRASS**

Horn	ML 121
Trumpet	ML 122
Trombone	ML 123
Euphonium	ML 124
Tuba	ML 125

**PERCUSSION**

Percussion	ML 126
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**STRINGS**

Strings	ML 127
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**GUITAR**

Guitar	ML 129
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<b>Instrument or Voice</b>	<b>Freshman- Sophomore 1 Hour Credit</b>
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**KEYBOARD**

Piano	ML 148, ML 248
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**VOICE**

Voice	ML 146, ML 246
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**WOODWIND**

Flute	ML 135, ML 235
Oboe	ML 136, ML 236
Bassoon	ML 137, ML 237
Clarinet	ML 138, ML 238
Saxophone	ML 139, ML 239

**BRASS**

Trumpet	ML 141, ML 241
French Horn	ML 140, ML 240
Trombone	ML 142, ML 242
Euphonium	ML 143, ML 243
Tuba	ML 144, ML 244

**PERCUSSION**

Percussion	ML 145, ML 245
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**GUITAR**

Guitar	ML 147, ML 247
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**IMPROVISATION**

Improvisation	ML 149, ML 249
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<b>Instrument or Voice</b>	<b>Junior-Senior 1 Hour Credit</b>
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**KEYBOARD**

Piano	ML 348, ML 448
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**VOICE**

Voice	ML 346, ML 446
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**WOODWIND**

Flute	ML 335, ML 435
Oboe	ML 336, ML 436
Bassoon	ML 337, ML 437
Clarinet	ML 338, ML 438
Saxophone	ML 339, ML 439

**BRASS**

Trumpet	ML 341, ML 441
French Horn	ML 340, ML 440
Trombone	ML 342, ML 442
Euphonium	ML 343, ML 443
Tuba	ML 344, ML 444

**PERCUSSION**

Percussion	ML 345, ML 445
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**GUITAR**

Guitar	ML 347, ML 447
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**IMPROVISATION**

Improvisation	ML 349, ML 449
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*(Applied Music Fee charged for above courses)*

## MUSIC

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### NUMBERING SYSTEM FOR MUSIC ENSEMBLE COURSES (ME)

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

#### Chorus

ME 120, 220, 320, 420

#### Show Choir

ME 121, 221, 321, 421

#### Vocal Ensemble

ME 122, 222, 322, 422

#### Jazz Combo

ME 123, 223, 323, 423

#### Jazz Ensemble

ME 124, 224, 324, 424

#### Guitar Ensemble

ME 125, 225, 325, 425

#### Wind Ensemble

ME 126, 226, 326, 426

#### Woodwind Ensemble

ME 127, 227, 327, 427

#### Brass Ensemble

ME 128, 228, 328, 428

#### Percussion Ensemble

ME 129, 229, 329, 429

#### Beginning Steel Drum Ensemble

ME 130, 230, 330, 430

#### Advanced Steel Drums Ensemble

ME 131, 231, 331, 431

#### Piano Ensemble

132, 232, 323, 432

#### Band (Marching Saints and Wind Ensemble)

ME 136, 236, 336, 436

(Applied Music Fee charged for above courses)

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### MU 100 Class Piano for the Non-Major

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An introductory course for non-music majors with little or no music background. Course content includes learning to read music, keyboard orientation, and elementary repertoire. Open to all students. Meets two hours weekly. Credit, 1 hour.

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### MU 101 Class Voice for the Non-Major

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A course designed for the beginning singer and primarily intended for those with little or no previous experience. Course content includes instruction in correct posture, breath support, vowel placement and resonance, diction, and basic considerations of tone production. Open to all but vocal music majors. Meets two hours weekly. Credit, 1 hour.

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### MU 102 Class Piano I

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A beginning level course primarily for music majors who read music, but have limited or no keyboard background. Course content includes reading music from the grand staff, functional keyboard skills, and basic repertoire. This course is the first in a sequence of piano classes which prepares music majors for the required piano proficiency examination. This course is open to non-music majors with consent of the instructor. Meets two hours weekly. Credit, 1 hour.

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### MU 103 Class Piano II

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A continuation of the beginning level which includes further development of functional keyboard skills including techniques, improvisation, harmonization, transposition, and basic repertoire. Must have successfully completed Music 102 or its equivalent. Also open to non-music majors with consent of instructor. Meets two hours weekly. Credit, 1 hour.

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**MU 104 Class Guitar for the Non-Major**

An introductory course for the non-music major with little or no musical background. Course content includes learning to read music, fret board orientation, and elementary repertoire. Open to all students. Meets two hours weekly. Credit, 1 hour.

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**MU 119 Fundamentals of Music Theory**

Fundamental training in music reading, including notation, rhythm, meter, scales, key signatures, intervals, chord structures, part-writing, harmonic, and formal analysis. These concepts will be further developed through rhythmic and melodic reading, sight singing, dictation, error detection, and identification skills. Includes computer-assisted instruction. Credit, 3 hours.

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**MU 125 Jazz Improvisation Class**

An introductory course in the basic techniques of jazz improvisation. Emphasis will be given to basic chord progressions and various jazz standards. Open to music majors and others with the consent of the instructor. Meets two hours weekly. Lab Fees. Credit, 2 hours.

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**MU 129 Beginning Aural Skills**

Continuation and expansion of those skills developed in MU 119, as well as harmonic dictation and minor mode. Includes computer-assisted instruction. Credit, 2 hours. Offered spring semester only. Pre-requisite: MU 119

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**MU 139 Music Theory I**

A continuation of the concepts developed in MU 119, as well as melodic organization, voice leading, and extended chord qualities. Includes computer assisted instruction. Credit, 3 hours. Pre-requisite: MU 119.

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**MU 150 Introduction to Music Education**

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

Credit, 3 hours.

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**MU 203 Class Piano III**

An intermediate level course in further preparation and training for the piano proficiency examination. Must have successfully completed Music 103 or its equivalent. Meets two hours weekly. Credit, 1 hour. Offered fall semester only.

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**MU 204 Class Piano IV**

The final course in the class piano sequence. Additional course content will emphasize Choral and Instrumental Music with opportunities for accompanying instrumentalist, vocalist, and choral groups. Must have completed Music 203 or its equivalent. The piano proficiency examination will be given at the completion of this course. Meets two hours weekly. Credit, 1 hour. Offered spring semester only.

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**MU 205 Music Appreciation**

A survey course designed primarily for the non-music major. Presents an overview of music literature from pre-Baroque times to the Modern Era. The aim of the course is to impart a foundation for perceptive listening. Open to all students. Credit, 3 hours.

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**MU 205W/205WH Music Appreciation**

An honors section of Music 205. A survey course designed primarily for the non-music major. Presents an overview of

## MUSIC

music literature from pre-Baroque times to the Modern Era. The aim of the course is to impart a foundation for perceptive listening. Additional requirements are a research paper and an oral presentation related to that paper. Open only to students in the Honors Program or by permission of the instructor. Credit, 3 hours.

### **MU 208 Music Survey**

A survey course designed for the music major. Presents an overview of music literature from pre-Baroque times to the Modern Era. The primary aim of the course is to expose the student to the major composers and works from the western European tradition while developing critical listening skills. Non western music will also be introduced. Meets three hours weekly. Open to all students with permission of the instructor. Credit, 3 hours.

### **MU 213 Vocal Techniques and Diction**

Seminar in vocal production, basic vocal pedagogy, and anatomy, as well as an introduction to the International Phonetic Alphabet with attention to pronunciation of Italian and Latin song literature. Open to all music education majors and others with consent of the instructor. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

### **MU 214 Woodwind Techniques**

Seminar in techniques pertaining to the teaching of woodwind instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

### **MU 215 String Techniques**

Seminar in techniques pertaining to the teaching of string instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

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### **MU 216 Brass Techniques**

Seminar in techniques pertaining to the teaching of brass instruments at the elementary, junior high, and senior high schools levels. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

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### **MU 217 Percussion Techniques**

Seminar in techniques pertaining to the teaching of percussion instruments at the elementary, junior high, and senior high school levels. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

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### **MU 229 Intermediate Aural Skills**

Continuation and expansion of those skills developed in Music 129, but in more chromatic language. Includes computer-assisted instruction. Prerequisite: MU 129 or permission from the instructor. Credit, 2 hours.

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### **MU 239 Music Theory II**

Advanced study of the harmonic, structural, melodic, and rhythmic elements of music. Increased emphasis is placed on music outside the period of common practice and on analytic techniques. Includes computer-assisted instruction. Prerequisite: MU 139 or permission from the instructor. Credit, 3 hours. Offered fall semester only.

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### **MU 303 Music History I**

An in depth study of western art music from antiquity to about 1800. Meets three hours weekly. Credit, 3 hours.

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### **MU 304 Music History II**

An in depth study of western art music from 1800 to present and the music of diverse cultures from around the world. Meets three hours weekly. Credit, 3 hours.

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**MU 310 Basic Conducting**

An introductory course in standard conducting techniques, including basic conducting beat patterns, score reading, and rehearsal techniques. Open to music majors and others with the consent of the instructor. Meets three hours weekly. Credit, 2 hours.

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**MU 311 Instrumental Conducting**

Techniques of rehearsing and conducting various levels of instrumental compositions. A continuation of skills developed in Basic Conducting for the instrumental music major. Emphasizes score study and preparation. Open to music majors and others with the consent of the instructor. Meets three hours weekly. Prerequisite: Successful completion of Music 310. Credit, 2 hours.

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**MU 312 Advanced Vocal Techniques and Diction**

Seminar in vocal production, vocal pedagogy, and anatomy, as well as advanced study of the International Phonetic Alphabet and techniques of singing in Latin, Italian, French, and German. Familiarization with the proper pronunciation of these languages and their application to musical performance, as well as vocal music education. Prerequisite: Music 213 of instrumental majors. No prerequisite for vocal majors. Meets three hours weekly. Credit, 1 hour. Offered in a five semester rotation.

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**MU 313 Choral Conducting**

Techniques of rehearsing and conducting various levels of choral compositions. Observation of choral conducting and rehearsal techniques. Open to vocal music majors and others with the consent of the instructor. Prerequisite: Successful completion of Music 310. Meets three hours weekly. Credit, 2 hours.

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**MU 320 Music Composition and Arranging**

Techniques and experiences in music composition, and instruction in arranging musical scores for various choral and instrumental ensembles. Includes traditional as well as modern technological methods of composition with an emphasis on the composing of music for various mediums. Open to qualified music majors and others with consent of the instructor. Meets three hours weekly. Lab Fee. Credit 3 hours.

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**MU 325 Jazz History**

An in-depth study of the development of the art form known as jazz. Areas of emphasis will include all styles of jazz from ragtime to the present. Analysis of theoretical and compositional techniques will also be included. Open to music majors and others with the consent of the instructor. Meets three hours weekly. Prerequisite: MU 129 or permission from the instructor. Credit, 3 hours.

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**MU 329 Advanced Aural Skills**

Continuation and expansion of those skills developed in MU 229, but in advanced rhythmic and harmonic language. Includes computer-assisted instruction. Prerequisite: MU 229 or permission from the instructor. Credit, 2 hours.

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**MU 333W General and Elementary Music Methods**

Materials and methods of teaching music education in the elementary school setting. Includes the use of computer-assisted instruction and other technology in the music curriculum. Planning and assessment of music learning are also included. Meets three hours weekly. Prerequisite: Passing Praxis I. Credit, 3 hours.



# MUSIC

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## **MU 339 Music Theory III**

Examination of fundamental principles of musical form; analysis of representative tonal works. Includes computer-assisted instruction. Prerequisite: MU 239 or permission from the instructor. Credit, 3 hours.

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## **MU 400W Materials and Methods of Teaching Secondary Music**

This course presents materials and methods of teaching music in post-elementary settings. Addressing both vocal and instrumental ensembles as well as general music classes, content includes philosophical considerations, objectives, curriculum, and administrative procedures. Topics include a survey of appropriate literature, the use of computer-assisted instruction, planning and assessment, rehearsal techniques, conceptual teaching, and instructional strategies. Prerequisite: Passing Praxis I. Meets five hours weekly. Credit, 3 hours.

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## **MU 415 Jazz Composition and Arranging**

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

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## **MU 452W Clinical Practice- Vocal/Choral-General**

The final course for music education majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom in choral and general music education. The ADEPT process is used to evaluate the student teaching experience. Half of the student teaching experience will take

place in a secondary choral classroom, with the other half in an elementary General music room. Prerequisite: Passing Praxis II. All required music courses for music education majors and admission to the Teacher Education Program. Grading is on a Pass/Fail basis. Credit, 12 hours.

## **MU 453W Clinical Practice-Instrumental-General**

The final course for music education majors, this 60-day course of study in the public schools allows students to combine theory and practice in the classroom in instrumental and general music education. The ADEPT process is used to evaluate the student teaching experience. Half of the student teaching experience will take place in a secondary instrumental classroom, with the other half in an elementary General music room. Prerequisite: Passing Praxis II. All required music courses for music education majors and admission to the Teacher Education Program. Grading is on a Pass/Fail basis. Credit, 12 hours.

## **MU 491-497 Senior Recital**

The final course in the major applied area. Includes the preparation of an appropriate program that is the culmination of the student's applied music study. Requires a pre-hearing as well as the final performance, which must be a minimum of 30 minutes in length. It is the responsibility of the student to secure and compensate a qualified accompanist. See the Music Department Handbook for more information. Credit, 1 hour.

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

MU 491	Senior Recital, Piano
MU 491-G	Senior Recital, Organ
MU 492	Senior Recital, Voice
MU 494-F	Senior Recital, Flute

## MUSIC/MUSIC ENSEMBLE

MU 494-O	Senior Recital, Oboe
MU 494-B	Senior Recital, Bassoon
MU494 -C	Senior Recital, Clarinet
MU 494-S	Senior Recital, Saxophone
MU 495-R	Senior Recital, Trumpet
MU 495-H	Senior Recital, Horn
MU 495-T	Senior Recital, Trombone
MU 495-U	Senior Recital, Tuba
MU 496	Senior Recital, Percussion
MU 497	Senior Recital, Guitar

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### COURSE OFFERINGS IN MUSIC ENSEMBLES

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

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#### **ME 120, 220, 320, 420 Chorus**

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

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#### **ME 121, 221, 321, 421 Show Choir**

A select ensemble of singers and instrumentalists chosen by audition to represent and promote the College. The emphasis is on the performance of popular choral selections in recruitment and community service settings. Requires movement as well as vocal skills and performances away from campus. Three hours of rehearsal weekly. Credit, 1 hour.

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#### **ME 122, 222, 322, 422 Vocal Ensemble**

A small vocal ensemble for the performance of appropriate vocal literature. Open to music majors and others enrolled in ME 120 with the consent of the instructor. Three hours of rehearsal weekly. Credit, 1 hour.

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#### **ME 123, 223, 323, 423 Jazz Combo**

Study and performance of instrumental literature in the jazz and popular idioms. Open to music majors and others of appropriate instrumentation by audition or with consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

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#### **ME 124, 224, 324, 424 Jazz Ensemble**

A select ensemble of four horns and a rhythm section chosen by audition to represent and promote Limestone College. Emphasis is placed upon performance of the popular music styles of the 20th Century, as well as touring and performing with the Show Choir. Meets two hours weekly. Credit, 1 hour.

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#### **ME 125, 225, 325, 425 Guitar Ensemble**

Study and performance of selected guitar literature. Open to qualified music majors and others with consent of instructor. Two hours of rehearsal weekly. Credit, 1 hour.

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#### **ME 126, 226, 326, 426 Wind Ensemble**

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

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#### **ME 127, 227, 327, 427 Woodwind Ensemble**

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

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#### **ME 128, 228, 328, 428 Brass Ensemble**

Study and performance of selected brass literature. Open to qualified music majors and non-music majors with the consent

## MUSIC ENSEMBLE/PHILOSOPHY

of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

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### **ME 129, 229, 329, 429 Percussion Ensemble**

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

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

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

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

This course provides opportunities to learn music performance skills within the context of the non-Western music of Trinidad and Tobago, specifically, the steel band. Students will learn about the culture and people of Trinidad and Tobago, as well as the cultural context that brought the steel band into existence. This course will use hands-on performance as well as classroom lecture. Ensemble performs advanced material at a variety of performances throughout the semester. Prerequisite: successful completion of Beginning Steel Drums (ME130) and consent of instructor. Credit, 1 hour.

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### **ME 132, 232, 332, 432 Piano Ensemble**

Study and performance of selected piano literature for multiple players. Open to music majors and others with the consent of the instructor. Two hours of rehearsal weekly. Credit, 1 hour.

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### **ME 136, 236, 336, 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. Credit, 1 hour.

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## **COURSE OFFERINGS IN PHILOSOPHY**

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### **PL 201 Introduction to Philosophy**

An introduction to philosophy and philosophical analyses centering on basic issues about knowledge and knowing, the universe and cosmology, man, religion, ethics, and government. (Offered as needed.) Credit, 3 hours.

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### **PL 210 Basic Systems of Logic**

An introduction to the logical analysis of deductive and inductive argumentation. This course gives major emphasis to ways of establishing the validity or invalidity of syllogistic and truth functional arguments. (Offered as needed.) Credit, 3 hours.

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### **PL 211 Contemporary Ethical Issues**

This course focuses on contemporary issues in personal and social ethics. It attempts to develop viable personal and public positions on ethical issues relative to individual and collective security, justice and equality, economics, human sexuality, care and treatment of the physically and mentally ill, and mind and nerve altering chemicals. (Offered as needed.) Credit, 3 hours.

## PHILOSOPHY/PHYSICAL EDUCATION

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### **PL 310/310H Ethical Issues in the Workplace**

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

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### **COURSE OFFERINGS IN PHYSICAL EDUCATION**

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#### **Activity Courses**

The activities program is designed to provide instruction in motor skills in a variety of sport, exercise, dance, and recreational activities at the beginning and intermediate levels for the general college student. Activity courses are open to all students except intercollegiate athletes in their respective sports. Members of intercollegiate teams for a complete season may earn one semester hour of activity credit. Total credit towards graduation is limited to two semester hours.

Activity courses will normally meet two periods a week for one-half of a semester. Each activity course will carry one semester hour of credit.

#### **Course Numbers**

PE 129 Special Activities  
PE 130 Yoga  
PE 131 Swimming and Water Safety  
PE 132 Recreational Dance  
PE 133 Tumbling and Gymnastics  
PE 134 Weight Training  
PE 135 Ballet Dance  
PE 136 Tap Dance  
PE 137 Modern Dance  
PE 138 Jazz Dance

PE 139 Aerobic Conditioning  
PE 140 Zumba  
PE 142 Musical Theatre Dance  
PE 143 Tap Dance II  
PE 144 Ballet Dance II  
PE 145 Lacrosse  
PE 153 Badminton  
PE 155 Golf  
PE 156 Tennis  
PE 159 Beginning Bowling  
PE 161 Volleyball  
PE 162 Basketball  
PE 164 Softball  
PE 165 Soccer  
PE 166 Flag Football  
PE 167 Group Fitness  
PE 170 Intercollegiate Athletics

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#### **ACTIVITY COURSES**

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#### **PE 129 Special Activities**

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

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#### **PE 130 Yoga**

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

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#### **PE 131 Swimming and Water Safety**

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

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#### **PE 132 Recreational Dance**

The instruction and practice in recreational dance as a lifetime activity. Emphasis will be placed on learning

## PHYSICAL EDUCATION

the fundamentals of recreational dance through various music styles. Lab Fee \$10. Credit, 1 hour.

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### **PE 133 Tumbling and Gymnastics**

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

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### **PE 134 Weight Training**

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

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### **PE 135 Ballet Dance I**

An introduction to the fundamentals of ballet technique for adult beginners. The student will gain an understanding of the basics of ballet through barre exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Lab Fee \$10. Credit, 2 hours.

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### **PE 136 Tap Dance I**

This course is an introduction to the fundamentals of tap technique for adult dancers. The student will be working to improve their skill level and to increase endurance and stamina. Lab Fee \$10. Credit, 2 hours.

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### **PE 137 Modern Dance**

An introduction to the fundamentals of modern dance technique for adult beginners. The student will gain an understanding of the basics of modern dance through floor exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Lab Fee \$10. Credit, 2 hours.

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### **PE 138 Jazz Dance**

This course is an introduction to the fundamentals of jazz technique for adult beginners. The student will be introduced to many different styles of jazz dance. They will also begin to explore other aspects of dance including improvisation and compositional studies. Lab Fee \$10. Credit, 2 hours.

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### **PE 139 Aerobic Conditioning**

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

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### **PE 140 Zumba**

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

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### **PE 142 Musical Theatre Dance**

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

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### **PE 143 Tap Dance II**

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

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**PE 144 Ballet Dance II**

A continuation of the skills learned in Ballet Dance I. The student will gain mastery of the basics of ballet through barre exercises and the center work. Students will be working to improve their skill level and to increase endurance and stamina. Prerequisites: Physical Education 135. Lab Fee \$10. Credit, 2 hours.

**PE 145 Lacrosse**

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

**PE 153 Badminton**

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

**PE 155 Golf**

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

**PE 156 Tennis**

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

**PE 159 Beginning Bowling**

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

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**PE 161 Volleyball**

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

**PE 162 Basketball**

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

**PE 164 Softball**

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

**PE 165 Soccer**

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

**PE 166 Flag Football**

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

**PE 167 Group Fitness**

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

**PE 170 Intercollegiate Athletics**

One credit hour may be earned for participation throughout a complete season in an intercollegiate sport. Credit is received once per sport on a Pass/Fail basis and must be certified by a member

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of the Physical Education faculty. Total credit towards graduation is limited to two semester hours. Credit, 1 hour.

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### Theory Courses

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#### **PE 200W Foundations of Physical Education**

An overview of the discipline of physical education, focusing on the development of principles from both historical and philosophical perspectives. The course includes information about areas of specialization and career options. Credit, 3 hours.

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#### **PE 201 Personal and Community Health**

The primary purpose of this course is the study of the theory, principles and application of fitness/wellness concepts, community health topics, cancer and disease prevention, obesity concerns, stress management awareness, alcohol and substance abuse, and nutrition towards a healthy lifestyle. Credit, 3 hours.

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#### **PE 202 First Aid and Cardiopulmonary Resuscitation**

Emergency procedures for the care of victims of injuries and illnesses, including prevention, safety, and water safety. The class includes skills and information and culminates in American Red Cross certification in first aid and cardiopulmonary resuscitation for infants, children, and adults. Upon successfully completing all required components, this course culminates in American Red Cross certification in first aid and cardiopulmonary resuscitation for adults, children, and infants. Lab fee: \$45. Credit, 3 hours.

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#### **PE 203 Theory and Practice of Coaching Basketball**

A study of the theory and methods of coaching basketball including: fundamentals, offensive and defensive team

play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

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#### **PE 208 Theory and Practice of Coaching Soccer**

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

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#### **PE 209 Theory and Practice of Coaching Baseball**

A study of the theory and methods of coaching baseball including: fundamentals, individual positional and team play, and game strategy. Areas such as conditioning, practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

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#### **PE 210/210H Basic Care and Prevention of Athletic Injuries**

Primary causes of injuries, analysis of preventive measures, care of injuries in relation to types of tissue involved. This course is not applicable for Athletic Training Majors. Lab fee \$10. Credit, 2 hours.

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#### **PE 212 Theory and Practice of Coaching Football**

The primary purpose of this course is the study of the theory and methods of coaching football including: fundamen-

## PHYSICAL EDUCATION

tals, positional and team play offensive, defensive, and special teams and game strategy. Areas such as conditioning practice and game organization, fiscal and facilities management, public relations, liability issues and an understanding of rules, scheduling, staffing, and establishing a coaching philosophy will be examined. Credit, 2 hours.

### **PE 213 Theory and Practice of Coaching Lacrosse**

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

### **PE 217 Net Games**

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

### **PE 218 Field and Court I**

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

### **PE 219 Field and Court II**

Skills, strategies, and developmentally appropriate activities for the sports of floor hockey, flag football, and ultimate

frisbee. This course does not meet the General Education Requirement. Prerequisites: Open only to PETE and Physical Education/General majors and/or by permission of the instructor. Lab Fee \$10. Credit, 2 hours.

### **PE 222/222H Sport Literature and Communications**

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

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

### **PE 285 Medical Terminology**

This course is a review of human anatomy and physiology through the study of prefixes, suffixes, and word roots, diagnostic and symptomatic terminology, and diagnostic and therapeutic procedures. Students will learn to interpret, pronounce, and utilize appropriate medi-



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cal terminology and documentation in a variety of formats. This course is not applicable for Athletic Training Majors. (Same as BI 285). Credit, 3 hours.

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### **PE 301/PE 301H Kinesiology**

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

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### **PE 302/PE 302H Exercise Physiology**

Responses and adaptations of body systems to activity stress. Prerequisite: Biology 211. Lab Fee \$10. (Same as BI 309). Credit, 3 hours.

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### **PE 303W/PE 303H The Principles and Problems of Coaching**

The primary purpose of this course is the study of the theory and principles of athletic coaching. Topics such as character, objectives and goals in coaching, practice and game organization, fiscal and facilities management, public relations, liability issues, coaching relationships, scouting, recruiting, an understanding of sound conditioning components, tactical strategies and different coaching styles will be analyzed. Trends and current issues in athletics will be considered with emphasis on sport as a part of the educational system. This course is recommended for junior-level students and above. Prerequisites: English 102 or 103. Credit, 3 hours.

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### **PE 305 Sports Nutrition**

(Formerly PE 287)

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

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### **PE 307 Human Performance Laboratory**

This course offers students the opportunity to observe and participate in some of the standard laboratory procedures from the sport and exercise sciences including exercise physiology, kinesiology, and motor learning. Prerequisites: Biology 210 and 211. Prerequisite or co-requisite: Physical Education 301, 302, or 322. Lab Fee \$25. Credit, 1 hour.

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### **PE 314/PE 314H Health and Physical Education in the Elementary School**

Principles of designing and implementing school physical education programs for students in grades K-5. Includes curriculum, methods, and materials for health and physical education in the elementary school. A 30 hour field experience is included in this course. Students supply own transportation. Prerequisites: Admittance to Teacher Education Program. Credit, 4 hours.

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### **PE 315 Physical Education for the Elementary Teacher**

A physical education methods course designed to prepare elementary education majors to integrate physical education instruction into the curriculum. Open only to elementary education majors or with the permission of the instructor. Prerequisite: Passing Praxis I. Credit, 1 hour.

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### **PE 320A Measurement and Evaluation in Physical Education**

Testing and data analysis procedures for physical education with special emphasis on the evaluation of physical abilities and motor skills and on grading in physical education. Credit, 3 hours.

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### **PE 322 Motor Behavior**

This course in motor behavior involves the study of psychological and physiological factors which influence the acquisi-

tion of motor skills and abilities across the lifespan. It draws from the fields of motor learning, motor control and motor development and includes hereditary and environmental influences. Prerequisites: Biology 210 and 211. Credit, 3 hours.

### **PE 323 Physical Education for the Exceptional Child**

This course focuses on planning, implementing, and adapting physical education programs for exceptional children. There will be a 15 hour field experience. Students supply own transportation. Prerequisites: Admittance to Teacher Education Program. Credit, 3 hours.

### **PE 324 Energy System Development**

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

### **PE 326 Strength Training and Fitness Program Design**

A study of human anatomical, physiological, neuromuscular, and biomechanical applications as related to the design of strength and conditioning programs for the purpose of enhancing physical performance. Prerequisite: Biology 210. Credit, 3 hours.

### **PE 327 Behavioral Nutrition and Physical Activity**

While this course is designed to provide accurate and evidence based information, the main focus is to assist individuals in moving through the journey of adopting and maintaining more healthful eating and physical activity behaviors that can result in improved health and quality of life. This course is designed to provide a foundation of nutritional knowledge as well as

develop a pattern of healthy eating that is sustainable. This course will also include a foundation of knowledge related to physical activity and exercise. These two key lifestyle behaviors are brought together under the umbrella of calorie balance which is the understanding of how we balance caloric input and caloric expenditure. Ultimately, this information can only be of value if individuals understand how to engage in these vital behaviors within their daily lives. This course addresses these issues and provides information on effective strategies for adopting and maintaining these targets to improve health, well-being and quality of life. Prerequisite: Course will be offered as an elective at the 300 level. Credit, 3 hours.

### **PE 329 Sport Law**

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

### **PE 330W/330H Sports and History**

This course examines the relationship between sports and history from ancient Greece to the 21st Century. Emphasis will be on an understanding of the social, cultural, religious, economic, military, and political developments in United States history and the role of the United States in the world. The course will examine, in historical context, topics including gender, ethnicity, immigration, urbanization, communications, free enterprise, and public policy and the influence of sport on American society. Credit, 3 hours.

## PHYSICAL EDUCATION

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### **PE 333 Strength & Power Development**

This is an advanced Strength & Conditioning course that deals with the proper execution, coaching, and technique correction of basic and advanced barbell training such as competitive Weightlifting (the Snatch and the Clean & Jerk) and competitive Powerlifting (the Squat, the Bench Press, and the Deadlift) along with many assistance and ancillary exercises. The course aims to give the student a practical understanding of anatomy, physiology, and kinesiology through the use biomechanically sound training regimens. Prerequisites: Open only to athletic training and strength & conditioning majors who have completed Biology 210 and 211, and Physical Education 301. Co-requisite: Physical Education 302 and/or by permission of the Program Director. Lab Fee: \$10. Credit, 3 hours.

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### **PE 400W/400H Management of Physical Education, Health, and Sports Programs**

Critical issues and present trends in class management, facilities, equipment, and supplies and budgets in physical education, health, and sports programs. Credit, 3 hours.

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### **PE 401 Strength & Conditioning Practicum**

In this course, student will be required to work on professional proficiencies in the class room as well as be required to fulfill the job description set forth and complete projects as set up by the intern director and the college. The practicum student's responsibilities weigh heavily on exercise technique instruction and correction. The student is also responsible for duties assigned by the Strength and Conditioning staff. These duties include

general weight room management and maintenance. Prerequisites: Physical Education 324, 326 and 333; Open only to Strength & Conditioning majors and/or by approval of the Program Coordinator. Credit, 1 hour.

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### **PE 410/410H Psychology of Sport**

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

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### **PE 413 Teaching School Health**

Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and methods and materials of teaching health are included. A 10-hour field experience will be included in this course. Students supply own transportation. Prerequisites: Physical Education 201 and Admittance to the Teacher Education Program. Credit, 3 hours.

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### **PE 414 Health and Physical Education in the Secondary School**

Principles of designing and implementing school physical education programs for students in grades 6-12. Includes curriculum, methods, and materials for health and physical education in the secondary schools. A 30 hour field experience, 15 hours at the middle school level and 15 hours at the high school level, is included in this course. Students supply own transportation. Prerequisites: Admittance to the Teacher Education Program. Credit, 4 hours.

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### **PE 452 Clinical Practice**

This 60-day course of study in the public schools allows physical education teacher candidates to combine theory and practice in the classroom under the guidance of the classroom teacher. One half of the teacher candidate teaching experience

## PHYSICAL EDUCATION

will take place in a secondary setting, with the other half in an elementary setting. The ADEPT process is used to evaluate the teaching candidate's teaching experience. Students supply own transportation. Prerequisites: Passing Praxis II and the PLT, and admittance to Teacher Education Program. Corequisite Physical Education 453. Grading is on a Pass/Fail basis. Credit, 12 hours.

### **PE 453W Issues and Trends in Physical Education**

Issues and Trends in Physical Education. The philosophical, historical, and legal foundations of physical education issues and trends that are the underpinnings in physical education. Final fitness testing will occur during this course. Students supply own transportation. Prerequisite: Passing Praxis II and admission to Teacher Education Program. Corequisite: Physical Education 452. Credit, 1 hour.

### **PE 454 Physical Education Seminar**

This course is the capstone course for majors in the Bachelor of Science in Physical Education/General program. It includes a comprehensive exit examination, career preparation activities, the exploration of opportunities for advanced study, synthesis activities, and discussions. Prerequisites: Senior status and a declared major in Physical Education/General. Credit, 1 hour.

### **PE 490 Physical Education Internship**

The student is placed in a local enterprise or school setting to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as an approved site supervisor to direct and supervise the student's activities. A student is expected to complete 125 internship hours to earn three semester hours, or 250 hours for

six semester hours. Internships require senior status and a minimum of a cumulative 2.5 grade point average. Students supply own transportation. No more than one internship may be taken in the same semester. Credit, 3-6 hours.

### **PE 491 Coaching Internship**

The student is placed in a secondary school, college, or professional sport setting to gain coaching experience consistent with his/her field of study. The student will have a faculty sponsor as well as an approved site supervisor (coach) to direct and supervise the students activities. A student is expected to complete 125 internship hours to earn three semester hours of credit, or 250 hours for six semester hours of credit. Internships require senior status and a minimum 2.5 grade point average. Students supply own transportation. Prerequisites: Physical Education 303 and 410. No more than one internship may be taken in the same semester. Credit, 3-6 hours.

### **PE 492 Strength & Conditioning Internship**

Candidates will be responsible for obtaining an internship position in a college, private, professional, or high school strength and conditioning setting in order to gain work-related experience consistent with his/her area of study. The student will have faculty supervisor as well as an approved site supervisor to direct and supervise the student's daily activities. Also, the student will be required to make his/her formal application to the Program Coordinator and site supervisor as well as to complete the necessary paperwork the semester before the actual internship. More information on this process is available from the Program Coordinator. A student is expected to complete 125 hours to earn a 3 semester credit, or 250 hours for a 6 hour credit.

## PHYSICAL EDUCATION/PHYSICS

Internships require senior status, a minimum 2.5 GPA and advanced registration. No more than one internship may be taken in the same semester. Students supply own transportation. Prerequisites: Physical Education 324, 326, 331 and 401; Open only to Strength & Conditioning majors or by approval of the Program Coordinator. Credit, 3-6 hours.

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### **PE 493 Field Experience for Physical Education Majors**

This course is a supervised field experience in a physical education setting including planning, assessing, and implementing an approved teaching unit(s). Students supply own transportation. Prerequisites: Passing Praxis I, ED 200, PE 201 and permission of the instructor. Credit, 1 hour.

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### **PE 494 Sport Management Internship**

The student is placed in a local enterprise or school setting to gain work-related experience consistent with his/her field of study. The student will have a faculty sponsor as well as an approved site supervisor to direct and supervise the student's activities. A student is expected to complete 125 internship hours to earn three semester hours, or 250 hours for six semester hours. Internships require senior status and a minimum of a cumulative 2.5 grade point average. Students supply own transportation. No more than one internship may be taken in the same semester.

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

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## **COURSE OFFERINGS IN PHYSICS**

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### **PH 110 Introduction to Physics**

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

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### **PH 201, 202 General College Physics I and II**

An introduction to mechanics, heat, and waves, first semester; and electromagnetism, light, and modern physics, second semester. This course is designed for science students. Three hours of lecture and one three-hour laboratory per week. Prerequisite for the first semester: Mathematics 122. Prerequisite for the second semester: Completion of the first semester (Physics 201) with a "C" or better, or permission of the instructor. (Offered alternate years.) Lab fee. Credit, 4 hours each.

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### **PH 301/PH 302 Physics I and II with Calculus**

An introduction to mechanics, heat, and waves, first semester; and electromagnetism, light, and modern physics, second semester using calculus. This course is designed for chemistry and mathematics education majors, and open to all students who have finished at least one semester calculus. Three hours of lecture and one three-hour laboratory per week. Prerequisite for the first semester: Mathematics

150 or 205, with a grade of "C" or better. Prerequisite for the second semester: Physics 301 with a grade of "C" or better, or permission of the instructor. (Offered alternate years). Credit, 4 hours.

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**COURSE OFFERINGS IN  
POLITICAL SCIENCE**

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**PO 101 Introduction to Political Science**

Introduction to Political Science is a special topic covering research, theory, comparative, US and international questions within the discipline. Key concepts in political science, political theory and political ideology are discussed. The course will demonstrate that political science is a field of inquiry with practical uses. Credit, 3 hours.

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**PO 242 American National Government**

An examination of the cultural, constitutional, and political bases of the American system of government at the federal, state, and local levels. Topics covered in this course include the growing power of the executive branch of the federal government, the division of governmental responsibilities between the federal and state governments, and administrative problems arising from the implementation of public policy on the state and local levels. (Offered alternate years.) Credit, 3 hours.

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**PO 243 State and Local Government**

An examination of the various state and local governments of the United States. The course will include a brief overview of the American national government. Where applicable, the state of South Carolina will be used as an example. Credit, 3 hours.

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**PO 341/341H Comparative Governments**

An examination of the forms of civil government, carried out through a representative selection of the world's governments. The political regimes of five countries are studied: the United States, Britain, France, Germany, and the Soviet Union. (Offered as needed.) Credit, 3 hours.

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**PO 342/342H International Politics**

An examination of the history and forms of international politics and diplomacy. The course will include discussion of the concepts of realism and idealism, balance of power theory, nationalism, international and regional organizations, and multinational corporations. Credit, 3 hours.

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**PO 343 Principles of Public Administration**

This course is designed for upper-level students to discuss in great detail that "fourth branch of government", the Bureaucracy. While this is an upper-level course, it is also an introductory course to the field of public administration. Thus, by necessity, this course will bear some resemblance to a survey course. Prerequisite: Political Science 242. Credit, 3 hours.

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**PO 440 Constitutional Law**

In this course students learn the history and philosophy of American Constitutional Order largely through the study of Supreme Court cases, which have had a major impact on civil rights and liberties. Prerequisite: Political Science 242. (Same as Criminal Justice 440.) Junior or Senior Standing or Permission of the Instructor. Credit, 3 hours.

COURSE  
DESCRIPTIONS

# PSYCHOLOGY

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## COURSE OFFERINGS IN PSYCHOLOGY

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### **PS 101/PS 101H Introduction to Psychology**

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

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### **PS 105/PS 105H: Psychology of Adjustment**

This course is an examination of the application of psychological findings to help understand, manage, and change physical and mental health and wellness. Concepts to increase coping skills, interpersonal relationships, and the understanding of common life problems will be explored. An emphasis in the course is on promoting a proactive approach to mental and physical health. Credit, 3 hours.

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### **PS 200 Elementary Statistics**

Graphical presentation of data, measures of central tendency, dispersion, and ranking, basic probability, the binomial and normal distributions, estimation of parameters, hypothesis testing, and measures of correlation. (Same as Business Administration 200, Economics 200 or Mathematics 200.) Credit, 3 hours.

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### **PS 202 The Influence of Sexual Factors on Behavior**

This course will provide the generalist practice social worker with the following: introduction to the study of human sexual behaviors with particular attention paid to the issue of gender development; premarital, marital, and postmarital sexual patterns; birth-control; sexual dysfunction; cross-cultural sexual patterns; sexually transmitted diseases; and alternative sexual life styles. This course will explore

the interaction between psychosocial, biological, and environmental factors as they influence sexual attitudes and expression and their influence on social and economic justice. (Same as Social Work 206.) Credit, 3 hours.

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### **PS 204/PS 204H Human Growth and Development**

Cognitive, social, emotional, and physical development from preconception through adulthood from a psychosocial perspective of the human life cycle. Theories of human behavior, including the biological, psychological, cultural, and environmental are discussed and examined. The course is designed to familiarize the prospective psychologist, social worker, counselor, or teacher with these developmental patterns of human behavior. Credit, 3 hours.

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### **PS 208 Career Counseling**

This course will provide students with an overview of the major approaches to conceptualizing career development and intervening with clients who present with vocational issues. In addition, a variety of specific issues, including career counseling with diverse populations, traditional and non-traditional career assessment techniques will be addressed. Prerequisite: Psychology 101, Credit, 3 hours.

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### **PS 213 Dynamics of Small-Group Interaction**

Theoretical approaches to group work intervention and small group dynamics and an introduction to group therapy. Various group methods and therapies will be explored through lectures, dem-

onstrations and participation in a group setting. Prerequisite: Psychology 101, Credit, 3 hours.

**PS 301 Introduction to Counseling**

A variety of counseling techniques. Emphasis is placed on developing basic communication skills in a therapeutic setting. The student is expected to demonstrate proficiency in interpersonal relations by the end of the course. Prerequisite: Psychology 101. Credit, 3 hours.

**PS 302 Systems and Theories of Counseling and Psychotherapy**

Varied approaches to counseling and psychotherapy with emphasis upon both theory and techniques involved in the various approaches. Prerequisite: Psychology 101. Credit, 3 hours.

**PS 303 Health Psychology**

Health Psychology is the scientific study of psychological factors that relate to health enhancement, disease prevention, safety, and rehabilitation. This course explores the relation of lifestyle behavior and both mental and physical health. Students will keep a wellness log of their own behaviors as well as provide written and oral reports on contemporary research on the interaction of behavior and health. Prerequisite: Psychology 101. Credit, 3 hours.

**PS 304 Educational Psychology**

Theories of learning, memory, cognition, and education, with an emphasis on application in the classroom. Designed for the prospective teacher, this course is also appropriate for prospective psychologists and counselors. Prerequisite: Psychology 101. (Same as Education 307.) Credit, 3 hours.

**PS 305/305H Learning and Memory**

Major theoretical approaches and scien-

tific contributions to the understanding of human learning and memory. Classical, operant, and social learning paradigms will be a focus. Traditional and current models of memory will be discussed. Prerequisite: Psychology 101. Credit, 3 hours.

**PS 306/306H Behavior Disorders**

A survey of theory, research, and diagnostic criteria pertaining to psychopathology. This course will examine the historical precedents of abnormal psychology, and review current strategies in diagnosis and treatment of mental disorder. The present revision of the Diagnostic and Statistical Manual of Mental Disorders will be a focus. Prerequisite: Psychology 101 and/or permission of the Instructor. Credit, 3 hours.

**PS 307/307H Social Psychology**

This course will examine social influence as a determinant of behavior. Emphasis will be placed on the cultural diversity of society and how culture affects social behavior. In addition, the power of the situation to dictate behavior will be stressed. Credit, 3 hours.

**PS 309/309H Tests and Measurements**

A consideration of the theory, development, and application of testing. Construction of tests for use in classrooms will be emphasized, as well as intelligence, achievement, aptitude, and personality measures. The course is designed to provide a good basic understanding of testing from the perspective of both the test designer and the test user, and is designed for prospective educators, psychologists, and counselors. (Same as Education 309 and Human Resource 309.) Credit, 3 hours.

COURSE DESCRIPTIONS



# PSYCHOLOGY

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## **PS 310 Sensation and Perception**

A psychological and biological study of the many sensory modalities and their perceptual mechanisms. Emphasis will be on the human adult, but there will be some treatment of developmental aspects and the sensory apparatus of other species, as well as clinical aspects of the sensory impaired. Prerequisite: Psychology 101. Credit, 3 hours.

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## **PS 311/311H Cognitive Psychology**

This course is a survey of the theories and research in the field of cognitive psychology, including information-processing theory, attention and memory theories, semantic organization and categorization, language, problem-solving, and creativity. Prerequisite: Psychology 101. Credit, 3 hours.

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## **PS 314/314H Biopsychology**

The biological processes underlying behavior of organisms. The course will examine the nervous system at the level of the neuron and synapse, subsystems within the brain, and the brain itself. An attempt will be made to relate these levels and systems to behavior (as far as is currently known). Since this is a relatively new science, many current issues will be discussed as they arise. Prerequisite: Psychology 101. Credit, 3 hours.

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## **PS 318W Research Methods in Psychology (Formally PS 317)**

An introduction to descriptive, correlational, and experimental psychological research methods and corresponding statistical concepts. Topics include ethical considerations in research, the scientific method, hypothesis testing, observational survey, and experimental research techniques, and drawing infer-

ences through data analysis. Prerequisite: Psychology 101, 200, plus 6 credits in Psychology courses. Credit, 3 hours.

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## **PS 319W Experimental Thesis**

Using the hypothesis and research method developed in PS 318W Research Methods, the student will obtain approval from the Institutional Review Board for the research, collect data, analyze the data using a statistical software program, record the results, and discuss the implications of those results. Students will be encouraged to present their research at a psychology conference. In addition, part of the course work will include coverage of statistical concepts appropriate for advanced data analysis. Prerequisite: PS 318W Research Methods. Credit, 3 hours.

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## **PS 320 The Exceptional Child**

This course includes the study of a variety of disabilities that afflict school-age children and youth. Attention will be given to their special problems of adjustment and adaptation. Additional emphasis will be placed on techniques and resources for assisting these children to maximize their respective potentialities. (Same as Education 320.) Credit, 3 hours.

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## **PS 323 Organizational Behavior**

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

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## **PS 400/400H Theories of Personality**

Major theories of personality and the factors involved in the development of personality. Prerequisite: Psychology 101. Credit, 3 hours.

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**PS 452W Contemporary and Historical Issues in Psychology (formerly PS 405)**

This is the capstone course in the Psychology major. This course is a student-driven seminar in which students lead and participate in discussions about current themes and issues in psychology. Students will read, review and discuss current journal articles and book chapters on various topics germane to the present study of psychology. Writing will be emphasized. Prerequisite: Senior status or permission of the instructor; PS 318 and PS 305 or PS 311. Credit, 3 hours.

**PS 480 Field Work in Psychology**

This course allows a student to gain experience in a professional setting. The student must work under the supervision of a professional who agrees to serve as supervisor. It is the student's responsibility to find a placement site that will provide the field work experience. A minimum of 125 hours is required to earn 3 credits, or a minimum of 250 hours is required for 6 credits. Prerequisites include Junior or Senior status, a declared psychology major, a psychology GPA of 3.00, permission of the psychology department, and a minimum of 18 credit hours in Psychology and PS 318. Credit, 3 hours.

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**COURSE OFFERINGS IN RELIGION**

**RE 201 Science and Religion**

An examination of the interrelationship between science and religion. The historical and present-day impact of religion on scientific discovery and practice will be covered, along with the corresponding influence of science on religious thought. Open to both science and non-science majors. (Same as Science 201.) Credit, 3 hours.

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**RE 202 Life and Letters of Paul**

Examines the life and writings of Paul found in the canon of New Testament scripture. Particular attention is given to his treatment of a variety of topics, such as justification, the church, the Holy Spirit, predestination, civil government, equality of the sexes, poverty, and Christian unity, and their influence on Western culture. Credit, 3 hours.

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**RE 203 Spiritual Formation I**

Introduces students to an array of classic spiritual disciplines in the Christian tradition conducive to spiritual formation and growth; includes scheduled devotions, supervised mission work, a weekly seminar, and individual sessions with the instructor. While required for first year participants in the Christian Education and Leadership Program, the course is open to all students. Credit, 3 hours

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**RE 204 Spiritual Formation II**

Introduces students to an array of classic spiritual disciplines in the Christian tradition conducive to spiritual formation and growth; includes scheduled devotions, supervised mission work, a weekly seminar, and individual sessions with the instructor. While required for first year participants in the Christian Education and Leadership Program, the course is open to all students. Credit, 3 hours

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**RE 205 Christian Ethics and Contemporary Issues**

Examines the foundations of moral decision-making and the impact of critical reasoning from a Christian perspective on a variety of contemporary social issues. Prerequisite: EN 102 with a grade of "C" or better or EN 103H or permission of instructor. Credit, 3 hours.

## RELIGION/SCIENCE

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### RE 210 World Religions

A study of the common aspects of religion, followed by an examination of the five major world religions. (Offered as needed.) Credit, 3 hours.

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### RE 221 The Old Testament

This course is a survey of the Hebrew Scriptures. The approach to a particular topic may be historical, literary, and/or theological. Credit, 3 hours.

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### RE 222/RE 222H The New Testament

This course analyzes the process by which the New Testament was formed, the nature and characteristics of its various types of literature, and its life and thought. Credit, 3 hours.

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### RE 225 Christian Heritage I

A study of the rise and growth of Christianity through 1500 A.D. Topics will include origins in the first century A.D. spread and growth in the Roman Empire, the development of Eastern Orthodox Faith, Medieval Church in Europe, and trends and developments leading up to the Protestant Reformation. Credit, 3 hours.

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### RE 226 Christian Heritage II

This course is a study of the growth and spread of the Christian faith from 1500 A.D. up to the present day. Topics will include the main groups of the Protestant Reformation, Catholic Counter-reformation, and spread and growth in North America and other lands beyond Europe. Credit, 3 hours.

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### RE 240 Models & Methods of Christian Leadership

Integrates contemporary models of organizational leadership with the historically core values of Christianity in an effort to arrive at conceptual models of leadership which may be applied in any organizational setting. Credit, 3 hours.

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### RE 301 The Koran and The Bible

A comparative survey of the holy texts of Judaism, Christianity & Islam. Topics include beliefs about God, Muhammad, Moses, Jesus, Abraham, Salvation, Holy War and Afterlife. Emphasis will be placed on reading the primary texts and understanding the various interpretations each tradition has made of those texts. Credit, 3 hours.

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### RE 303 Hebrews and the General Epistles

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

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### RE 401H A Study of Jesus

A study of the person of Jesus in the light of the Gospels; an interpretation of the Christological controversies up to Chalcedon; an investigation of some recent attempts to understand Jesus in our contemporary historical context. Prerequisite: EN 101, Honors Program, or permission of instructor.

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## COURSE OFFERINGS IN SCIENCE

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### SC 101 Physical Geology

A descriptive course at the introductory level designed to provide an understanding of internal and external forces which shape the earth. Mineral studies and a brief survey of historical geology are also included. Three hours of lecture and one two-hour laboratory a week. Lab fee. Credit, 4 hours.

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### SC 130 Planets, Stars, and Galaxies (w/lab)

An introductory liberal arts astronomy course covering the following basic concepts: gravity and other cosmic forces; planets, moons, and the solar system; nature and evolution of the sun and other stars; structure of galaxies and the

universe. The laboratory will incorporate both measurements and observations of astronomical phenomena, including celestial navigation, telescope observation, and classroom experiments. Three hours of lecture and one laboratory per week. Prerequisite: Mathematics 110 or higher (except MA 200). Lab fee.

**SC 201W/201H Science and Religion**

An examination of the interrelationship between science and religion. The historical and present-day impact of religion on scientific discovery and practice will be covered, along with the corresponding influence of science on religious thought. Open to both science and non-science majors. (same as Religion 201.) Credit, 3 hours.

**SC 203 Great Themes of Science**

This course will present an overview of the major recent advances across the various subdivisions of science, and is especially intended for non-majors of science. In addition, the various philosophies and techniques that comprise the methodology of science will be explored, along with a brief look at the history of each subfield of science discussed. Credit, 3 hours.

**COURSE OFFERINGS IN SOCIOLOGY**

**SO 201 Introduction to Sociology**

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

**SO 201H Introduction to Sociology**

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

**SO 202 Contemporary Social Problems**

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

**COURSE OFFERINGS IN SPANISH**

**SP 101/101H Elementary Spanish I**

An introduction to the sounds and structures of the Spanish language. Designed for students with no prior training in Spanish or who need to review the basics of the language before taking a higher level course. Credit, 3 hours.

**SP 102 Elementary Spanish II**

A review and continuation of SP 101 with additional attention to Hispanic culture. Prerequisite: SP 101, prior training in Spanish, or permission of the instructor. Credit, 3 hours.

**SP 105 Conversational Spanish**

Provides immediate access to functional language skills in occupational or work place areas. Introduces vocabulary, phrases, and grammar that will enable students to participate in basic workplace conversations on specific topics. Specific features of Hispanic culture will also be introduced. Although the focus is on oral and aural skills, the course also has writing and grammar components. No previous experience with Spanish is necessary. Maybe placed in form of general education requirement. Credit, 3 hours.

**SP 201 Intermediate Spanish I**

A systematic review of the structures of Spanish in addition to practice in the use of those structures in written and spoken

COURSE DESCRIPTIONS

## SPANISH/SOCIAL WORK

form. Prerequisite: 2 semesters of college Spanish, or permission of the instructor. Credit, 3 hours. Credit, 3 hours.

### **SP 202 Intermediate Spanish II**

A continuation of SP 201 designed to develop linguistic proficiency and conversational competence in Spanish through reading, writing, listening, and speaking assignments utilizing Spanish literary works, newspapers, video productions, and television broadcasts. Prerequisite: SP 201 or permission of the instructor. Credit, 3 hours.

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## **COURSE OFFERINGS IN SOCIAL WORK**

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### **SW 101/SW 101 H Introduction to the Helping Professions**

This course will introduce the students to the various helping professions. The student will explore the expectations of the generalist social worker by comparing and contrasting other helping profession disciplines. A focus will be placed on professionalism, communication, documentation and ethics. Credit, 3 hours.

### **SW 203 Introduction to Social Work as a Profession**

This course will cover the concept of generalist social work practice as a profession. Emphasis is on social work with special populations such as ethnic minorities, women, aged, and welfare to work recipients with children. Focus is on social work values, knowledge base, goals, and the roles of the social worker in society. Credit, 3 hours.

### **SW 204/SW 204 H Social Welfare Programs and Policy**

This course will examine the history of social welfare, including the values, beliefs, and attitudes that have shaped the

social welfare institution. The course will also provide the generalist social worker a comprehensive view of diverse social issues such as substandard housing, poor health care coverage, inadequate social security programs, and populations at risk. The student will be afforded the opportunity to garner further knowledge of the political and economic factors that affect social welfare policy and planning, as well as social and economic justice. Credit, 3 hours.

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### **SW 205W Human Behavior and the Social Environment I**

This course will present an overview from a systems/ecological approach of the life cycle of human development from conception to later adulthood. The course will concentrate on the cognitive, social, emotional, and physiological theories of human behavior. Focus will be on detailing the various developmental stages of conception through young adulthood (later adolescence). The part that socioeconomic, gender, and cultural diversity plays in the normative processes of socialization of children within family contexts will also be discussed. This course is designed to familiarize the prospective social worker, psychologist, counselor, or teacher with knowledge of normative patterns of human behavior and to provide the tools to assess for appropriate individual developmental functioning of infants, children, adolescents, and their families. Prerequisites: Social Work 203 (pre or co-requisite). Credit, 3 hours.

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### **SW 206 The Influence of Sexual Factors on Behavior**

This course will provide the generalist practice social worker with the following: introduction to the study of human

sexual behaviors with particular attention paid to the issue of gender development; premarital, marital, and postmarital sexual patterns; birth-control; sexual dysfunction; cross-cultural sexual patterns; sexually transmitted diseases; and alternative sexual life styles. This course will explore the interaction between psychosocial, biological, and environmental factors as they influence sexual attitudes and expression and their influence on social and economic justice. (Same as Psychology 202) Credit, 3 hours.

### **SW 207 Gerontology**

This is an introductory course that focuses on social work practice with older adults. It covers the knowledge, skills, and values needed for the effective social work practice when serving older adults and their families. The course concentrates on the bio-psycho-social-spiritual change as it occurs in the aging process. Additional thematic units will include diversity, substance abuse, neglect, and advanced directives. Credit 3, hours.

### **SW 208W Human Behavior and the Social Environment II**

With a focus on the generalist perspective, this course examines the individual in social systems that include family groups, community organizations, culture, and society. Human behavior within these systems and the behavior of the systems as entities are studied. Focus is on system problems such as overload within health care systems, juvenile and adult criminal systems, public school systems, etc. Further emphasis is on how these problems effect all systems globally and on the cognitive, psychological, cultural, and environmental impact of systems on individuals and the outcomes in relation to social and economic justice. Prerequisites: Social Work 203 (pre or co-requisite).Credit, 3 hours.

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### **SW 209 Practice with Culturally Diverse Populations**

The course explores the differences and similarities of experiences, needs, and beliefs of diverse populations and provides a theoretical foundation from which to develop differential assessment and intervention skills essential to culturally sensitive practice. Emphasis is on patterns and dynamics of discrimination, economic deprivation, and injustice. This includes discussion of the social consequences that follow oppression of minorities, women, gays, lesbians, disabled, and all populations at risk. Credit, 3 hours.

### **SW 212 Child Maltreatment and Family Preservation**

The first course in the Child Welfare Services Certification emphasizes the causes and effects of the maltreatment of children. The skills needed in professional development include the treatment methods at all levels. The student will examine methods used to evaluate issues, implement and complete assessment tools needed in case work. Students will learn to implement the beginning social work roles required in caring for families in need. Credit, 3 hours.

### **SW 214 Out of Home Care and Permanency Planning**

The second course in the child welfare certification program focuses on out-of-home care and the achievement of permanency for children in care. Students will learn roles of child welfare workers in achieving safety, well being and permanency for children out-of-home care. Students will learn the value of and responsibilities for interagency collaboration for child welfare workers with the legal system in order to assure the safety permanency, and well-being of children. Recruitment, selection, and preparation of foster and adoptive families are also addressed. Credit, 3 hours.

# SOCIAL WORK

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## **SW 230 Social Work Ethics**

This course will cover the NASW Codes of Ethics and the SC Code of Laws as they apply to social work practice. Emphasis is on six standards within the NASW Code of Ethics. In Addition to the South Carolina Code of Regulations (Unannotated) Current through State Register Volume 30, Issue 9, effective September 22, 2006, pages 110-120. Principles of Professional Ethics 1-17. Focus is on social work values and ethics as they relate to the knowledge base, goals, and the roles of the generalist social worker in society. Prerequisites: EN 102 or EN 103. Credit, 3 hours.

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## **SW 301 Social Work Intervention: Individuals, Families, and Small Groups**

Focus of this first intervention course is the nature of helping and the helping relationship. Beginning skills in interviewing, establishing professional relationships, communication skills, recording skills, and problem solving are studied within a strength-based systems approach. Use of assessment skills that include knowledge regarding the use of genograms and ecograms in family assessment and treatment are taught. Special attention is given to generalist social work practice with special populations and diverse family groups. Enrollment is restricted to Social Work majors. Prerequisites: Social Work 0001, 203, 204, 205, and 208. Credit, 3 hours.

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## **SW 302 Social Work Specialized Groups**

The focus of this second intervention course is theoretical approaches to group work and group dynamics. The course introduces group process and basic group skills. Various types of group therapies and alternate methods are demonstrated

through lectures, demonstrations, role-play, and participation in practice settings. Course content includes work with the following groups: minority, grief management, self help, therapy, feminist intervention, family therapy, domestic violence, and groups supporting diverse populations. Course content enables students to learn respect for diversity, confidentiality, a code of ethics, and respect for minorities. Students will learn to implement and evaluate change in organizations, communities, and the political arena in relationship to the NASW Code of Ethics. Prerequisites: Social Work 0001, 203, 204, 205, and 208. Credit, 3 hours.

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## **SW 304 Social Work Intervention: Large Groups and Community Organization**

This third intervention course examines generalist social work practice with groups and large systems. Students explore specific change models while working with organizations and communities, including the global community. Organizational operations, internal functioning, and linkages with other communities are studied. Special attention is given to the role of politics; the effect of politics on social workers, clients, human services agencies, and strategies to effect change in the political arena. Students use critical thinking skills to assess, implement, and evaluate change in large groups, organizations, and communities, including the global communities. Students will further acknowledge economic, social, and political injustices and will learn to recognize and use appropriate skills to empower oppressed groups using a systems approach. Enrollment is restricted to Social Work majors. Prerequisites: Social Work 0001, 203, 204, 205, and 208. Credit, 3 hours.

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### SW 310 Domestic Violence

This course explores the social, character, and societal causes of domestic violence. Special consideration is given to spouse abuse and child abuse. Prevention, treatment methods, and social policy questions are the core of the course. This course is intended for academically advanced students. Prerequisite: Social Work 204 or permission of the instructor. Credit, 3 hours.

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### SW 350 Social Work Research

This course examines the role of research from a Social Work perspective. Students are taught how data is collected, analyzed, interpreted, and presented. Terminology and methodology are emphasized in order to give students a greater appreciation of the research process. This course marks an introduction to knowledge, skills, and applications of qualitative and quantitative research for social work practice. Enrollment is restricted to Social Work majors. Prerequisites: Mathematics/Psychology 200. Credit, 3 hours.

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### SW 420a, 420b Field Practicum

The student will spend approximately three to four days a week (for a total of 400 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker. Field Practicum is accompanied by a weekly one hour seminar and/or meeting with the Field Practicum Coordinator on campus or other designated site. Prerequisites: Senior in good standing and fulfillment of requirements for Field Practicum. Requirements include completion of all general education and social work major required courses. Lab Fee. Credit, 6 hours each.

**Note:** Field paperwork must be received at the office of Dr. Chuck Kuhn, Field Director by the deadline announced during the mandatory field orientation.

Mail all required documents (reviewed at mandatory field orientation) with all the required information and original signatures to:

Limestone College  
400 Arbor Lake Drive, Suite 800  
Columbia, SC 29223.

### Field Start Dates and Deadlines

**STATEWIDE:** Sessions 1 & 2 (January-April). The deadline will be announced during the mandatory field practicum orientation.

**STATEWIDE:** Sessions 4 & 5 (July-October). The deadline will be announced during the mandatory field practicum orientation.

**STATEWIDE:** Sessions 5 & 6 (Late August-Early December). The deadline will be announced during the mandatory field practicum orientation.

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## COURSE OFFERINGS IN THEATRE ARTS

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### TH 101 Drama Appreciation

A general survey course designed to stimulate awareness and appreciation of dramatic art. Areas of exploration include theatre history, dramatic literature (modern and classic), and elements of production. Prerequisite: English 102 or 103H. (Same as English 212.). Credit, 3 hours.

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### TH 102 Acting: Basics

This introductory level acting course covers the principles of warm-ups, individual inventory, Stanislavsky system, character analysis, and rehearsal procedure. The aim of the course is to introduce the student to the skills needed to develop as an actor, as well as to make the student more aware of how he or she presents his or her self on stage and off. Credit, 3 hours.



# THEATRE

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## TH 103 History of Theatre

A study in theatre history looks at the interrelationship of theatre and society, focusing on dramatic literature and original documents as “artifacts” within a given culture. An exploration of theatre history seeks to establish a cultural context for periods of drama, using art, music, and social historical data to clarify the artistic modes of thought in various periods of time. Credit 3 hours.

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## TH 110 Fundamentals of Play Production

An introductory course in theatre, beginning with play selection and ending with an artistically successful production. A clear and concise study of each requisite skill in between -- acting, scenery, lighting, makeup, costuming, sound, auditioning, and theatre business -- takes students behind the scenes of a play and introduces them to each production element. The course stresses teamwork and focuses on the way each part of play production fits into the whole. Credit, 3 hours.

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## TH 111, 114-115 Experiential Theatre

Practicum in theatre production involving the student’s participation in a play as a technician or in some other capacity as approved by the instructor. (May be repeated for a total of four credit hours.) Credit, 1 hour.

TH 111, 114-115A, Credit, 0 hours.

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## TH 116 Fundamentals of Makeup

This course will provide students with a working knowledge of how to design and implement theatrical makeup for the stage. Students will be able to do a variety of old age makeup techniques including two-dimensional and three dimensional applications. Students will be able to do a variety of street makeup techniques and will be able to alter their appearance

through two-dimensional shading and highlighting as well as three-dimensional prosthetics. Credit, 3 hours.

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## TH 120 Fundamentals of Costuming

This course will provide students with a working knowledge of how to design and implement costumes for the theatrical stage. Students will be able to analyze a script and create costume renderings that are appropriate to that analysis. Students will have a working knowledge of color theory as well as a basic understanding of the history of Western Fashion. Credit, 3 hours.

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## TH 122 Fundamentals of Lighting

This course will provide students with a working knowledge of how to design and implement lighting for the stage. Students will be able to analyze a script and design a working lighting plot that illustrates that analysis through light. Students will be able to identify and utilize a variety of lighting fixtures common to the contemporary stage. Credit, 3 hours.

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## TH 201 Performance Studies

Performance Studies is an interdisciplinary course that explores post-modern theatre styles. This beginner course focuses on how our everyday lives and experiences can be looked at as performances. In this non-traditional theatre class, students will develop their creative impulses and bring their imaginations to life on stage through three major subject areas: 1) Songs and Poetry as Performance, 2) Oral History (Story Telling) as Performance, and 3) Performance Art. (Same as English 213) Credit, 3 hours.

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## TH 202 Acting: Voice and Performance

This course provides the opportunity for the student actor to continue developing both voice and body. In addition, this course will provide the needed training to audition for a variety of theatrical productions. Credit, 3 hours.

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**TH 203 Improvisation**

This course will familiarize the student with a variety of improvisational games and techniques. As in the television program, *Whose Line is it Anyway?*, Students will learn to compete in this humorous, instantaneous, and always unexpected format. Class projects include building stock characters, learning various improv games, learning how to open and close a scene, working in groups, and intermediate and advanced comic techniques. Credit, 1 hours.

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**TH 204 Acting : Audition**

This course will provide students with a working knowledge of how to audition for theatre, film, and musicals. Students will be able to construct an effective resume, know what to look for in a headshot, learn how to choose and present audition materials, and how to master the “cold reading.” Credit, 3 hours.

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**TH 301 Gender and Race as Performance**

In this course, students explore performances of cultural diversity. Students study numerous performances that explore identities of race and gender. They will also learn how individuals perform race and gender every day, even when they are not on a formal stage. Also, students will discover more about their personal diversity through individual and group performances. Credit, 3 hours.

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**TH 302 Acting: Style**

Advanced acting students will develop skills in the different acting styles needed to perform in plays by authors such as Sophocles, Moliere, and Shakespeare. Students will continue to develop vocal and physical skills, as well as their analytical abilities. Credit, 3 hours.

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**TH 303 Musical Theatre Performance I**

This course provides students with a strong background in the history of musical theatre from its inception in the stages on the United States to the newest musicals taking place all over the world. In addition, students will be trained in musical performance techniques and perform a ballad, a comic song, and a duet. Prerequisites: TH 102 and MU 119 or by instructor permission. Credit, 3 hours.

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**TH 307 Directing**

This course will allow students to learn the art and craft of directing. Students will read and analyze plays, develop important practical and analytical skills, and finally direct a ten-minute play. Prerequisites: Theatre 102 or permission of the instructor. Credit, 3 hours.

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**TH 308W Playwriting**

This course will familiarize the students with the most recent and admirable writing occurring in the contemporary theatre; it will allow the students to contextualize these works into their own artistic experience; and ultimately provide students with the skills needed to create their own plays. The course is designed for the novice playwright, but because the course is primarily a writing workshop, it is suitable for the more advanced writer. Credit, 3 hours.

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**TH 309 Advanced Stage Design**

This course gives advanced students an opportunity to develop skills in a major field of theatrical design which might include set design, lighting design, costume design, and/or sound design. Prerequisite: Theatre 110 or permission of the instructor. Credit, 3 hours.

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**TH 310 Musical Theatre Performance II**

Building on the skills they learned in the previous Musical Theatre performance

## THEATRE

class, students will branch out from solo work and sing with partners, trios, and quartets. They will do scene work and continue to work on creating compelling and exciting characters. Prerequisites: TH 102 and MU 119, TH 303 or by instructor permission. Credit, 3 hours.

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### TH 312 Junior Qualifier

Technical track students will compile a portfolio of their design work up to this point as well as complete a new project of some breadth and scope. An exhaustive written analysis of their current project as well as their growth will also be required. Performance tracks students will present a thirty-sixty minute recital of all of their performative work plus a new selection of two short scenes (five minutes each) and one longer monologue (2-3 minute). An exhaustive written analysis of their current project as well as their growth will also be required. Credit, 3 hours.

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### TH 319 History of Musical Theatre

The History of Musical Theatre course will acquaint students with the rich tapestry of history including Vaudeville, Broadway, the West End, and even the movies. Students will be able to analyze a variety of musical genres and recognize key historic movements both musically and textually. Prerequisites: EN 101, 102, or 103 Credit, 3 hours.

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### TH 401W Dramatic Criticism

This course will allow students to build on analytical and directing skills gained in previous courses to direct a fully-produced one-act play for the Limestone College Theatre. Prerequisites: Theatre 307 or permission of the instructor. Credit, 3 hours.

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### TH 405 Shakespeare in Performance

The course examines Shakespeare's plays not only through the text but also (and primarily) through the observation of varied artistic and scholarly interpretations in film and performance. Students will also learn how the examination of the Shakespeare text as an actor will add insight and appreciation nearly impossible in any other way. Additionally students will learn how through historical and sociological context, Shakespeare's plays can be approached in such a way as to provide a richer theatrical experience for both performer and audience. Primarily the course will show performers how to approach Shakespeare's work through a variety of approaches in order to create deeper and more vibrant performances. Credit, 3 hours.

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### TH 407 Advanced Directing

This course will allow students to build on analytical and directing skills gained in previous courses to direct a fully-produced one-act play for the Limestone College Theatre. Prerequisites: Theatre 307 or permission of the instructor. Credit, 3 hours.

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### TH 480 Student Production Lab

This course provides the opportunity for advanced students who may want to direct, act, write, design, and/or produce theatrical productions. These workshop productions will augment the regular Limestone College Theatre. All productions must be overseen by the faculty. Prerequisites: Theatre 206 and Theatre 307 for directors; Theatre 206 for actors; Theatre 110 for designers; and Theatre 308 for playwrights, or permission of the instructor. Credit, 3 hours.

# FACULTY, STAFF, AND ADMINISTRATION

## FACULTY, STAFF AND ADMINISTRATION

### FACULTY

- Tonya Keller Adair (2014) .....Business Management Preceptor I  
B.S., Limestone College; M.B.A., Gardner-Webb University.
- Brian F. Ameling (2002) .....Assistant Professor of Computer Science  
Chair, Division of Natural Sciences (2011-2015)  
Chair, Department of Computer Science  
B.S., M.S., Bowling Green State University.
- Megan Anderson (2013) .....English and Interdisciplinary Studies Preceptor I  
B.A., Randolph-Macon Woman's College; M.A., Gardner-Webb University.
- Justin P. Bailey (2011) .....Associate Professor of Psychology  
Chair, Department of Psychology  
B.A., Pennsylvania State University; M.A., Truman State University;  
Ph.D., Pennsylvania State University.
- Timothy F. Baxter-Ferguson (2000)..... Professor of English/Theatre  
Chair, Department of Theatre, Director of Theatre  
B.A., University of Oregon; M.A., Ph.D., University of South Dakota.
- Frank H. Bellevue III (2012) .....Homozel Mickel Daniel  
Associate Professor of Chemistry  
Chair, Department of Chemistry  
B.S., Bates College; M.S., Ph.D., Rensselaer Polytechnic Institute.
- Scott D. Berry (1994).....Professor of Physics  
B.A., Albion College; Ph.D., The University of Tennessee.
- Sarah Elizabeth Beveliaque-Thomas (2013).....English Preceptor I  
B.S., University of South Carolina/Spartanburg; M.A., Middleburg College.
- Adam N. Blalock (2013).....Instructor of Physical Education/  
Strength and Conditioning  
B.S., Murray State University; M.S., A.T. Still University.
- Vanessa D. Boatright (2000).....Social Work Preceptor I (Kingstree)  
B.S., Morris College; M.S.W., University of South Carolina.
- Daniel R. Bowman (2014).....Instructor of Criminal Justice  
B.S., M.S., University of Central Florida.
- Stephen Burgess (2004, 2008) .....Social Work Preceptor I (Columbia)  
B.A., Limestone College; M.S.W., University of South Carolina.
- Patrick K. Carney (2014).....Associate Professor of Music Education/ Director of Bands  
B.A., M.M., Ph.D., Florida State University; M.S., Syracuse University.

## FACULTY, STAFF, AND ADMINISTRATION

- Maria Felicia Cavallini (2005).....Professor of Physical Education  
B.A., Rice University; M.A., University of Texas at San Antonio;  
Ed.D., University of Houston.
- Cindy A. Cavanaugh (2009) .....Associate Professor of Physical Education  
B.S., Western Illinois University; M.S., Utah State University;  
Ed.D., University of Georgia.
- Theresa Coates (2012) .....Assistant Professor of Business Administration  
B.A., Webster University; M.B.A., University of Minnesota;  
Ph.D., Rensselaer Polytechnic Institute.
- Andrew K. Cook (2006) ..... Associate Professor of Business Administration  
B.S., West Virginia Institute of Technology; M.B.A., Gardner-Webb University;  
D.B.A., Argosy University.
- Charles J. Cuning (1995) ..... Professor of Psychology  
B.S., Ohio State University; M.A., University of Montana; Ph.D., University of Iowa.
- Terrance L. Cusaac (2007) ..... Business Administration Preceptor I (Columbia)  
B.S., Benedict College; M.A., Troy State University; Ph.D., Capella University.
- Ronald Dickerson (2011) .....Assistant Professor of Social Work (Charleston)  
B.A., Limestone College; M.S.W. University of South Carolina;  
Ph.D., Capella University.
- Svetlana Drachova (2012)..... Assistant Professor of Computer Science  
B.S., Zaporozhye State University; M.A., M.S., Ph.D., Clemson University.
- John E. Eze (2014) ..... Business Administration and Economics Preceptor I  
B.S., Virginia Union University; M.A., Virginia State University;  
M.S., Central Michigan University; D.B.A., Argosy University.
- Stephen H. Fast (2009) ..... Professor of Mathematics  
Chair, Department of Mathematics  
B.A., University of Akron; M.A., University of North Carolina/Greensboro;  
Ph.D., Virginia Polytechnic Institute and State University.
- Rhonda K. Fleming (1992) ..... Assistant Professor of Physical Education  
B.S., Winthrop University; M.S., University of North Carolina/Greensboro.
- Carolyn A. Ford (2003).....Professor of Art  
Chair, Department of Art  
B.F.A., Middle Tennessee State University; M.F.A., Washington State University.
- S. Gary French (2002)..... English and Communications Preceptor I  
B.A., M.A., University of South Carolina.
- Vanessa B. Fulbright (2002) .....Assistant Professor of Physical Education Chair,  
Department of Physical Education, Athletic Training and Sport Management,  
Director of Athletic Training Education Program  
B.S., Mars Hill College; M.A., Gardner-Webb University.

## FACULTY, STAFF, AND ADMINISTRATION

- Karen W. Gainey (1994) ..... Montague McMillan Professor of English,  
Executive Vice President/Vice President for Academic Affairs  
B.A., Clemson University; M.A., California State Polytechnic University;  
Ph.D., University of Tulsa.
- Lisa Glenn (2015).....Social Work Preceptor I  
B.S., Limestone College; M.S.W., University of South Carolina.
- Yan Gong (2008).....Associate Professor of Mathematics  
B.S., M.S., Tsinghua University; Ph.D., North Carolina State University.
- Kertrina A. Graham (2003) .....Assistant Professor of Social Work  
(Florence/Kingstree)  
B.A., Virginia Union University; M.S.W., University of South Carolina.
- Donna Gwaltney (2014) .....Human Resource Preceptor II  
B.A., Midamerica Nazarene University; M.S., Barry University;  
Ph.D., Eastern University.
- Meredith Brooke Hamilton (2014) .....Social Work Preceptor I (Gaffiney)  
B.A., Limestone College; M.S.W., University of South Carolina.
- Timothy S. Hanshaw (2003).....Professor of Social Work  
Associate Director of Field Placement (Upstate)  
B.A., Marshall University; M.S.W., Radford University.
- Kim T. Harris (2008) .....Business Administration Preceptor II (Columbia)  
B.S., University of South Carolina; M.B.A., Webster University.
- Harry H. "Chip" Hill, Jr. (1985).....Professor of Music  
B.M., Georgia State University; M.M., University of Michigan;  
D.M.A., University of South Carolina.
- Louie V. Hinson (2006).....Social Work Preceptor I (Aiken)  
B.A., University of South Carolina; B.S.W., Limestone College;  
M.S.W., University of South Carolina.
- Henry P. Hiott (1998).....Associate Professor of Social Work  
Assistant Director of the Social Work Program  
B.S., College of Charleston; M.S.W., University of South Carolina.
- Brian D. Holcomb (2015).....Assistant Professor of English  
B.A., College of William and Mary;  
M.A., University of North Carolina at Charlotte; Ph.D., Michigan State University
- Robert Honeman (2003) .....Professor of English  
B.S., Frostburg State University; M.A., Salisbury State University;  
Ph.D., Indiana University of Pennsylvania.

## FACULTY, STAFF, AND ADMINISTRATION

- Patricia A. Hoskins (2010).....Assistant Professor of History/College Historian  
Chair, Department of History and Geography  
B.A., M.A., Eastern Kentucky University; Ph.D., Auburn University.
- Mary Beth Hyatt (2011).....Assistant Professor of Social Work  
B.S., Limestone College; M.S.W., University of South Carolina.
- Kevin Ihetu (2014)..... Associate Professor of Accounting  
B.A., Texas State University; M.A. University of Alabama/Birmingham;  
Ph.D., University of Phoenix.
- Lizah Ismail (2011)..... Assistant Professor, Director of the Library  
B.A., Indiana University; M.A., University of Pennsylvania;  
M.S.L.I.S, University of Illinois.
- Jimmy R. Jarvis (2011).....Mathematics and Mathematics Education Preceptor I  
B.S., Mars Hill College; M.A., Gardner-Webb University.
- Zakevia Lewis-Kendrick (2014) .....Social Work Preceptor I (Charleston)  
B.S., Limestone College; M.S.W., University of South Carolina.
- Keith J. Keppley (2012).....Assistant Professor of Business Administration  
B.A., Pennsylvania State University; M.A., Duquesne University;  
Ph.D., Eastern University.
- Austin "Chuck" Kuhn (1999)..... Professor of Social Work  
Director of Field Placement (Midstate)  
B.A., Salem College; M.S.W., West Virginia University;  
Ph.D., University of South Carolina.
- Paul R. LeFrancois (1985) ..... Professor of Economics;  
Chair, Division of Professional Studies (2013-2017)  
Chair, Department of Human Resource Management and  
Healthcare Administration  
B.S., University of Massachusetts; M.A., Ph.D., West Virginia University.
- Bob D. Lewis (2003)..... Assistant Professor of Spanish and Religion  
Chair, Department of Religion and Philosophy  
B.A., University of Texas-Pan American; M.A., M.Th., Southern Christian  
University; D.Miss., Trinity International University.
- Suzanne E. Lindley (2001) ..... Professor of Biology  
B.S., M.S., Ph.D., University of Alabama/Birmingham.
- Vipan K. Luthar (2013).... Associate Professor of Business Administration/Marketing  
B.A., University of Wisconsin/Madison; M.B.A., University of Wisconsin/  
Whitewater; Ph.D., Argosy University.
- Timothy K. McDaniel (2014) ..... Business Administration Finance Preceptor I  
B.S., University of South Carolina; M.B.A., Winthrop University.

## FACULTY, STAFF, AND ADMINISTRATION

- Tamara McGovern (2009)..... Associate Professor of Biology  
B.A., University of Virginia; M.S., University of Houston;  
Ph.D., Florida State University.
- Shelly Meyers (2005)..... Associate Professor of Elementary Education  
Chair, Division of Education and Physical Education (2012-2016),  
Director of Teacher Education  
B.S., Missouri Valley College; M.S., Walden University;  
Ed.D., Gardner-Webb University.
- Ellen Moore (2014).....English Preceptor I  
B.A., Limestone College; M.A., University of North Carolina/Charlotte.
- Susan Moore (2004).....Assistant Professor, Archivist/Instruction Librarian  
B.A., Coker College; M.L.I.S., University of South Carolina.
- Penelope E. Nall (2009)..... Assistant Professor of Business Administration  
Finance and Accounting/Healthcare Administration  
B.S., M.B.A., Gardner-Webb University; D.B.A., Nova Southeastern University.
- Christopher Neyen (2011)..... Assistant Professor of Studio Art/Graphic Design  
B.F.A., School of Visual Arts; M.F.A., Academy of Art University.
- Randy Nichols (2011) .....Assistant Professor of Professional Communication  
Chair, Department of Communication and Interdisciplinary Studies  
B.A., Southeastern University; M.A., Rutgers University; Ph.D., Clemson University.
- Thanh T. Nguyen (2014).....Assistant Professor of Business Administration/Finance  
B.A., National Economics University; M.B.A., Old Dominion University;  
Ph.D., University of South Florida.
- Deitra C. Payne (2010) .....Assistant Professor of Human Resource Management  
B.A., University of the District of Columbia, M.A., Bowie State University;  
Ph.D., Capella University.
- Michelle C. Phillips-Meek (2013).....Assistant Professor of Psychology  
B.A., The College of New Jersey; M.A., Ph.D., University of South Carolina.
- Gena E. Poovey (1993) .....Professor of Choral/Vocal Music Education  
Chair, Division of Arts and Letters (2013-2017);  
Chair, Department of Music;Director of Choral Activities.  
B.A., Pfeiffer College; M.M., Southern Methodist University;  
D.M.A., University of South Carolina.
- Jackie A. Puckett (2000) .....Associate Professor of Social Work  
Associate Dean/Director of the Social Work Program;  
B.S., Clinch Valley College; M.S.W., University of Tennessee.



## FACULTY, STAFF, AND ADMINISTRATION

- Erin M. Pushman (2001).....Professor of English  
Director, Writing Center/OWL and Achieving Writing Excellence Program.  
B.A., Michigan State University; M.A., University of North Carolina/Charlotte;  
M.F.A., Queens University.
- Ursula Ramsey (2015) .....Assistant Professor of Business Law  
B.A., Furman University; J.D., University of Tennessee College of Law.
- Dawn S. Ranns (2003)..... Assistant Professor of Physical Education  
Coordinator of Athletic Training Clinical Education.  
B.A., Limestone College; M.A., Furman University.
- Jay Ratliff (2012) .....Assistant Professor of Chemistry  
B.S., Illinois Wesleyan University; Ph.D., University of South Carolina.
- Mark A. Reger (2008) .....Professor of English,  
Associate Vice President for Academic Affairs/  
Dean of Extended Campus Programs  
B.A., M.A., University of Missouri/St. Louis;  
Ph.D., University of Missouri/Columbia.
- Alex B. Richardson (2000) .....Professor of English  
Chair, Department of English and Modern Languages  
B.A., M.A., University of South Carolina;  
Ph.D., University of Southern Mississippi.
- Barbara Rogers (2006)..... Associate Professor of Business Administration  
B.A., M.B.A., The Defiance College; Ph.D., Capella University.
- Bonnie J.W. Sarnoff (2004) ..... Assistant Professor of French  
& Developmental English  
B.A., Ohio Northern University; M.A., Tulane University.
- Jonathan D. Sarnoff (2003).....Professor of History  
B.A., State University of New York at Purchase; M.A., Lehigh University;  
Ph.D., University of Southern Mississippi.
- Robert T. Sartwell (2013)..... Science Preceptor I  
B.A., M.A., American International College.
- Michael M. Scharff (2006).....Professor of Business Administration/Management;  
Chair, Department of Business, Economics, and International Studies  
B.A., B.S., Citadel; M.B.A., Syracuse University; D.M., University of Phoenix.
- Paula K. Schubert (2010)..... Assistant Professor of Early Childhood Education  
B.S., University of Missouri; M.Ed., Berry College; Ph.D., Clemson University.
- Luciana Singleton (2013)..... Mathematics Preceptor I  
B.S., University of Sao Paulo; M.A.T., Webster University.

## FACULTY, STAFF, AND ADMINISTRATION

- Steven A. Smith (1987)..... Associate Professor, Technical Services Librarian  
B.A., Limestone College; M.L.I.S., University of South Carolina.
- Albert F. Spencer (2000)..... Professor of Physical Education  
B.S., Slippery Rock State College; M.S., M.S.L.S., Clarion University;  
Ph.D., Florida State University.
- Scott M. Tanner (2014) .....Assistant Professor of Biology  
B.S. Indiana University; Ph.D., University of Alabama at Birmingham.
- Carole R. Taylor (2005) ..... History and Political Science Preceptor I  
Director, Honors Program  
B.A., Limestone College; M.A.T., Winthrop University.
- David B. Thompson (1993) ..... Professor of Music  
B.A., Limestone College; M.M., D.M.A., University of South Carolina.
- Jeffrey A. Tipton (2004).....Criminal Justice Preceptor II  
Extended Campus Internet Program  
B.S., East Carolina University; M.C.J., M.Ed., University of South Carolina.
- Karl J. Trybus (2012)..... Assistant Professor of History  
B.A., Connecticut College; M.A., Ph.D., University of Connecticut.
- Gerald R. Turner (1998)..... Business Administration Preceptor II(Charleston)  
B.A., University of LaVerne; B.S., University of Maryland;  
M.A., Pepperdine University.
- Oscar Vazquez-Melendez (1998)..... Associate Professor of Computer Science  
Extended Campus Program  
B.A., Cameron University; M.P.A., Troy State University;  
Ed.D., Nova Southeastern University.
- Janet S. Ward (2003)..... Assistant Professor, Web Services Librarian  
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.
- Jane G. Watkins (2005)..... Professor of Computer Science  
B.S., Limestone College; M.A.T., Winthrop College; M.S., Clemson University;  
Ph.D., Clemson University
- Marion C. Wicht, Jr. (1989) ..... Professor of Biology  
Chair, Department of Biological, Physical, and Earth Sciences  
B.S., North Georgia College; M.S., Clemson University;  
Ph.D., The Pennsylvania State University.
- Angela R. Williams (2013) ..... Instructor of Accounting  
B.B.A., Temple University; M.B.A., State University of New York;  
M.S.T., Seton Hall University.

## FACULTY, STAFF, AND ADMINISTRATION

Betsy A. Witt (2006) .....Professor of Criminal Justice/  
Associate Dean of Academic Affairs;  
Chair, Division of Social and Behavioral Sciences (2015-2019)  
Chair, Department of Criminal Justice, Political Science, and Sociology  
B.S., M.A., Ph.D., Sam Houston State University.

Bonnie M. Wright (2008)..... Professor of Psychology  
Associate Vice President for Planning and Assessment  
B.S., North Georgia College; M.S., Ph.D., University of Georgia.

Jerry E. Wright (2003) .....Associate Professor of Mathematics  
A.S., Bluefield College; B.S., East Texas Baptist College;  
M.A., University of North Carolina/Charlotte; Ed.D., Gardner-Webb University.

Stuart Wright (2014) .....Instructor of Physical Education and Athletic Training  
B.S., Limestone College; M.S., Teesside University.

Ann Wyatt (1987)..... Professor of Education; Chair, Department of Education  
B.A., University of North Carolina/Greensboro; M.A., University of Tennessee;  
M.Ed., Clemson University; Ph.D., University of Georgia.

*The College also employs adjunct faculty to teach courses at various times.*

### EMERITI FACULTY AND SENIOR ADMINISTRATIVE OFFICERS

James L. Adams, Jr.(1990-2012).....Assistant Professor Emeritus of Computer Science  
B.S., Clemson University; M.B.A., Harvard University.

William H. Baker (1997-2015)..... Vice President Emeritus for Institutional Advancement  
A.B., Lincoln Memorial University; M.A., Tennessee Technological University;  
Ed.D., The University of Tennessee.

Catherine Cash (1967-1984, 1993-2004).....Assistant Professor Emerita of Biology  
B.S., Limestone College; M.A.T., University of North Carolina/Chapel Hill;  
Sp.Sc., Appalachian State University.

J. Andrew Cox (1967-2010)..... Professor Emeritus of Art  
B.A., Murray State University; M.F.A., Miami University.

Nancy E. Derminer (1966-1984).....Associate Professor Emerita of Foreign Languages  
A.B., Limestone College; M.A., University of North Carolina;  
Certificate for State Pedagogique, Ecole Practique de l'Alliance Francaise;  
Certificate de Langue Francaise, Sorbonne, Paris.

Archie D. Fowler (1989-2014).....Associate Professor Emeritus of Education  
B.S., M.A., Appalachian State University; Ed.S., University of South Carolina.

Penni O. Griffin (1995-2012).....Assistant Professor Emerita of Social Work  
B.A., Coe College; M.S.W., University of Cincinnati.

## FACULTY, STAFF, AND ADMINISTRATION

Mary Beth Harlee (1997-2014).....Associate Professor Emerita of Social Work  
B.A., Catawba College; M.Ed., University of North Carolina/Charlotte;  
M.S.W., University of South Carolina.

Carolyn Hayward (1994-2010) ..... Associate Professor Emerita of Library Science  
B.A., University of Florida; M.A.L.S., University of South Florida.

Albert C. Kovelesky (1990-2012).....Associate Professor Emeritus of Chemistry  
B.S., Pennsylvania State University; M.S., Kansas State University;  
Ph.D., University of Kentucky.

Anne M. Lockwood (1999-2015). .....Professor Emerita of English  
B.A., Oberlin College; M.A., Duke University;  
Ph.D., University of North Carolina/Greensboro.

Mary H. Mauldin (1987-2008) .....Assistant Professor Emerita of  
Mathematics and Religion  
B.S., M.S., North Carolina State University; M.A., St. Bonaventure University.

Bobby G. Moss (1965-1986) ..... Professor Emeritus of History  
B.A., Wake Forest College; M.Div., Southern Baptist Theological Seminary;  
M.A., University of Virginia; Ph.D., University of St. Andrews, Scotland.

Emmie E. Rector (1958-1990).....Professor Emerita of Health  
and Physical Education and Education  
B.S., Winthrop University; M.A., George Peabody College for Teachers.

Joginder S. Sandhu (1966-1997).....Professor Emeritus of English  
B.A., B.T., Punjab University, India; M.A. University of Delhi, India;  
Ed.S., Ph.D., George Peabody College for Teachers.

Sara D. Setzer (1969-1999).....Professor Emerita of Art  
B.A. Murray State University; M.F.A., Miami University.

R. Gabriel Stoepler (1992-2013).....Associate Professor Emeritus of  
Business Administration  
B.A., City University of New York; M.B.A., University of Dallas;  
M.P.Acc., Clemson University; C.P.A., South Carolina.

Thomas J. Thomson (1972-2012) ..... Professor Emeritus of History;  
B.A., University of Virginia; M.A., Ph.D., Duke University.

### ADMINISTRATION AND STAFF

Andrea L. Allison (2013).....Director of Accessibility and PALS  
B.S., University of South Carolina-Upstate; M.R.C., University of South Carolina.

Katelyn Crocker Alman (2013).....College Nurse, Student Services  
L.P.N., Cherokee Technology Center of Practical Nursing.

## FACULTY, STAFF, AND ADMINISTRATION

- Eric Alsop (2003)..... Head Men's Soccer Coach  
B.S., State University of New York at Oswego, M.A.Ed., University of North Carolina at Pembroke.
- Amber Anthony (2013)..... Director of Athletic Development/Marketing  
B.A., Elon University; M.A., Georgia Southern University.
- Drew R. Anthony (2013)..... Assistant Football Coach, Defensive Coordinator  
B.A., University of Virginia.
- Kara H. Babcock (2013)..... Administrative Assistant  
Extended Campus Admissions/Blackboard Trainer  
B.S., University of South Carolina-Upstate; M. A. Converse College.
- Morna P. Bailey (1972-87, 1990)..... Bookkeeper
- Brett Barclay (2014)..... Enrollment Coordinator, Extended Campus Internet  
B.A., The Pennsylvania State University; M.Ed., Widener University.
- Lauren Barker (2012)..... Manager, Biology Labs  
B.S., Limestone College.
- Kristopher C. Barnhill (2005)..... Assistant Director of Communications for  
Publications and Graphic Design  
B.S., Clemson University.
- Susan Baxter-Ferguson (2012)..... Learning Specialist, Accessibility and PALS  
B.A., Dakota Wesleyan University.
- Miriam Beaufort (2005)..... Test Proctor/Student Services Assistant  
Extended Campus Program (Columbia)  
B.A., M.Ed., Clemson University.
- Thomas B. Bednar (2009)..... Admissions Representative  
B.S., Limestone College.
- Debra H. Beheler (2005)..... Assistant Director of Financial Aid
- Lisa Bennett (2011)..... Receptionist
- Scott D. Berry (1994)..... Director of Server Services  
B.A., Albion College; Ph.D., University of Tennessee.
- Jessica H. Blanton (2007)..... Financial Aid Counselor  
B.S., Limestone College.
- Dennis L. Bloomer (1981)..... Senior Associate Athletics  
Director for Compliance  
B.S., Limestone College.
- Trey Bloomer (2013)..... Assistant Director for Media Relations  
Director of Social and Digital Media  
B.A., University of South Carolina.

## FACULTY, STAFF, AND ADMINISTRATION

- Erin Bolin (2009) ..... Database Technician  
B.S., Limestone College.
- Patti Bostic (2013) .....Assistant, Human Resources
- Diane Boyce (2013) .....Assistant Athletic Trainer  
B.S., Limestone College; M.S., Louisiana Tech University.
- Rebecca P. Brown (2014).....Nurse Practitioner, Student Services  
R.N., Presbyterian Hospital - Charlotte; P.N.P., University of South Carolina and  
Clemson University; B.S., Limestone College.
- Carlee Buck (2013)..... Assistant Women’s Lacrosse Coach  
B.A., Stony Brook University.
- Mary B. Campbell (2006).....Director of College Counseling Center  
B.A., Virginia Intermont College; M.Ed., University of North Carolina.
- Colleen Cannon (2012)..... Assistant Director for Compliance  
Senior Women's Administrator  
B.A., University of South Florida; M.B.A., Nova Southeastern University.
- Phillip M. Cannon (2014).....Resident Director, Student Services  
B.A., University of North Carolina/Chapel Hill.
- Rhonda O. Carelock (2004). .....Student Accounts Coordinator, VA Billing  
B.S., Limestone College.
- Katie Mae Carpenter (2014) .....Library Assistant  
B.A., Limestone College.
- Michael H. Cerino (1989-2000, 2006)..... Vice President for Intercollegiate Athletics  
B.S., Pfeiffer University; M.A., Gardner-Webb University.
- Justin Cheek (2005) ..... Assistant Athletic Trainer  
B.S., Limestone College.
- Jeremy "J.B." Clarke (2010) .....Head Men's Lacrosse Coach  
B.A., Southern Connecticut State University;  
M.S., Indiana University of Pennsylvania.
- L. Renee H. Clyburn (2000) ..... Administrative Assistant  
Executive Vice President/Vice President for Academic Affairs  
B.S., South Carolina State University.
- Heidi Cobb (2012) ..... Enrollment Coordinator  
Extended Campus Internet
- Kevin Cobb (2012) ..... Website Technician  
B.S., Limestone College.
- Donna Cody (2008)..... Administrative Assistant,  
Associate Vice President for Academic Affairs

## FACULTY, STAFF, AND ADMINISTRATION

- Timothy S. Conner (2004) ..... Manager of Telecommunications  
 B.S., Limestone College; M.S., Nova Southeastern University.
- Nani Lou S. Cooper (1967)..... Administrative Assistant, President
- Charles J. Cunning (1995) ..... Dean of Academic Support  
 Special Assistant to the President , Coordinator for Chandler Oaks Apartments.  
 B.S., Ohio State University; M.A., University of Montana; Ph.D., University of Iowa.
- Kelly F. Curtis (1996) ..... Vice President for Institutional Advancement  
 Director of the Capital Campaign  
 B.S., Limestone College.
- Josh Davis (2012) .....Assistant Men’s Basketball Coach  
 B.S., LeTourneau University; M.A., Liberty University.
- Josh W. Davis (2014) .....Assistant Football Coach/Wide Receiver  
 B.A., Wofford College.
- Justin Davis (2013) ..... Public Services Manager of the Library  
 B.A., Wofford College; M.L.I.S., University of South Carolina.
- Holli Dawson (2014).....Assistant Athletic Trainer  
 B.S., Limestone College; M.S., Mississippi College.
- Lawrence "Wayde" Dawson (2009)..... Controller  
 B.S., University of Texas/San Antonio; C.P.A., C.M.A., C.F.E;South Carolina;  
 M.Acc., Gardner-Webb University.
- Julia Deal (2015).....Counselor  
 B.A., M.Ed., Winthrop University.
- Kari DeHof (2014)..... Compliance Coordinator  
 Coordinator of Game Day Operations/Special Events  
 B.A., Limestone College.
- Melissa DeVore (2006) ..... Assistant Women's Basketball Coach  
 B.S., Limestone College.
- Lori S. Downey (2005).....Instructional Support Coordinator  
 Extended Campus Program  
 B.S., University of South Carolina,Upstate.
- Greg Doyle (2013) ..... Head Men's and Women's Swim Coach  
 B.A., Oswego State University.
- Kevin Eagle (2014) .....Head Men's and Women's Cross Country Coach  
 Assistant Men's and Women's Track and Field Coach  
 B.S., Limestone College; M.S., California University of Pennsylvania.
- Caroline Earls (2014).....Admissions Representative  
 B.A., University of South Carolina, Upstate.

## FACULTY, STAFF, AND ADMINISTRATION

- David Edwards (2013) ..... Assistant Strength and Conditioning Coach  
B.S., James Madison University.
- Aaron Ellis (2014) .....Assistant Athletic Trainer  
B.S., Bowling Green State University; M.S., Adams State University.
- Michael A. Enoch (2014) ..... Assistant Football Coach/Defensive Line  
B.S., Edinboro University of Pennsylvania.
- Alan Ferguson (2013)..... Head Men's and Women's Tennis Coach  
B.S., University of South Carolina, Upstate.
- Ginger Ford (2014).....Receptionist/Data Entry Clerk, Registrar's Office  
B.S. Gardner-Webb University.
- Susan P. Fowler (2008) .....Student Accounts Coordinator  
B.A., Limestone College.
- Vickie Fowler (2014) .....Upstate Area Coordinator  
Extended Campus Classroom Program  
B.S., University of South Carolina.
- Corey J. Fox (2002) .....Head Women's Basketball Coach  
B.A., Limestone College.
- Fabian A. Fuentes (2009) .....Assistant Sports Information Director  
Director of Digital Media
- Karen W. Gainey (1994) ..... Executive Vice President  
Vice President for Academic Affairs  
B.A., Clemson University; M.A., California State Polytechnic University,  
Ph.D., University of Tulsa.
- Ashley N. Gatto (2014).....Assistant Cheerleading Coach  
Dance Team Coordinator  
B.A., North Carolina State University.
- Brandon J. Gibson (2012) .....Director, MBA Program  
B.S., Limestone College; M.A., Gardner -Webb University.
- Terrence D. Gilmore (2014)..... Area Coordinator, (Columbia)  
Extended Campus Classroom Program  
B.S., Benedict College; M.S.M., Southern Wesleyan University.
- Sheri M. Goff (2009) ..... Area Coordinator (Florence/Kingtree)  
Extended Campus Classroom Program  
B.S., Illinois State University.
- Jessica D. Goins (2001) ..... Director of Student Services  
B.A., Limestone College.



## FACULTY, STAFF, AND ADMINISTRATION

- Allison Green (2014)..... Enrollment Coordinator, Extended Campus Internet  
B.S., University of South Carolina.
- Sandra B. Green (1995) ..... College Nurse  
A.D.N., University of South Carolina. Upstate.
- Robert T. Greer (2006)..... Director of Financial Aid  
B.A., Limestone College.
- Walt Griffin (1992)..... President  
B.A., Loyola College; M.A., Ph.D., University of Cincinnati.
- Sally T. Griffith (2010)..... Manager, Mail Center
- Justine Grosso (2015)..... Intramural Director/Summer Programs  
B.S., University at Buffalo; M.S. Ed., University of Miami.
- Mary Beth Gunn (2014)..... Assistant Men's and Women's Tennis Coach  
B.A., M.S., University of Tennessee at Martin.
- Jacob Harris (2013)..... Admissions Transfer Representative  
B.A., University of South Carolina.
- Gregory W. Harruff (2004) ..... Coordinator of Faculty Services  
Extended Campus Classroom Program  
B.A., M.A., Ohio University.
- Brandi P. Hartman (1996) ..... Director of Advancement Services  
B.S., Limestone College; M.B.A., Gardner-Webb University.
- Joseph M. Hartzog (2001)..... Computer Service Technician Grade III  
B.S., University of South Carolina, Upstate; M.S., Boston University.
- Kristain Harvey (2014)..... Resident Director, Student Services
- Buffie M. Hayes (1998) ..... Administrative Assistant, Office of the Registrar  
A.A., Limestone College.
- Matthew Hayes (2009)..... Associate Head Baseball Coach  
B.S., Mars Hill College.
- Christa B. Hines (1995) ..... Administrative Assistant, Office of the Registrar  
B.S., Limestone College.
- Henry P. Hiott (1998)..... Assistant Director of the Social Work Program  
B.S., College of Charleston; M.S.W., University of South Carolina.
- Lisa Hobbs (2011)..... Office Manager, Day Admissions  
A.A., Limestone College.
- James M. Holland (2012)..... Network Services Technician
- Samuel Holmes (2014)..... Assistant Women's Soccer Coach  
B.A., Flagler College; M.B.A., Minot State University.

## FACULTY, STAFF, AND ADMINISTRATION

- Tony A. Horne (2008) ..... Financial Aid Counselor
- C. R. Horton (1989) ..... Vice President for Information Technology  
B.S., Limestone College; M.S., Capella University.
- Mandy C. Hoyle (2007) ..... Development Officer  
B.S., Limestone University; M.S., Bay Path College.
- Donna P. Hudson (1997) ..... Director, Extended Campus Classroom Program  
B.S., Limestone College.
- Mary A. Hudson (2012) ..... Administrative Assistant, MBA Program  
B.S., Limestone College.
- Pennie D. Hughes (2003) ..... Registrar; Director of Academic Advising  
B.A., Limestone College; M.A., Webster University.
- Kimberly Hulsey (2013) ..... Mailroom Clerk
- Cindy S. Humphries (2006) ..... Associate Director of Student Accounts  
A.A., Limestone College.
- Anthony "Tony" Iliano (2013) ..... Equipment Manager  
B.A., Lenoir-Rhyne University.
- Lizah Ismail (2011) ..... Director of the Library  
B.A., Indiana University; M.A. University of Pennsylvania,  
M.S.L.I.S., University of Illinois.
- Laurie L. James (2013) ..... Assistant Athletic Trainer for Sports Health  
B.S., Shippensburg University; M.S.Ed., Bucknell University.
- Robert "Bobby" James (2013) ..... Head Football Coach  
B.S., Bloomsburg University.
- Steven L. Jennings (2014) ..... Assistant Test Proctor  
B.A., Limestone College.
- Karen L. Jones (2010) ..... Student Accounts Coordinator  
B.S., Limestone College.
- Katie N. Phillips Jones (2006) ..... Associate Director of the Extended Campus Internet  
Program/Blackboard Services Trainer  
B.S., Limestone College.
- Marquintus K. Jones (2006) ..... Men's Assistant Basketball Coach  
Men's Junior Varsity Basketball Coach  
B.S., Limestone College.
- Robert J. Kanavel (2012) ..... Network Administrator  
Information Technology  
B.A., Union University.

## FACULTY, STAFF, AND ADMINISTRATION

- Kimberly R. Keever (2009) ..... Women's Field Hockey Coach  
B.A., Shippensburg University.
- Travis Keever (2006) .....Athletic Facilities Maintenance Technician
- Carroll Kennedy (2014).....Assistant Men's Lacrosse Coach  
B.A., M.A., Adelphi University.
- Charlotte Kerr (2015).....Charleston Area Coordinator  
Extended Campus Classroom Program  
B.A., University of South Carolina/Upstate; M.Ed., Columbia College.
- Curtis S. Lamb (2005).....Assistant Athletics Director for Sports Performance/  
Head Strength and Conditioning Coach  
B.S., Iowa State University; M.S., Central Missouri State University.
- Renae E. Lamb (2006) .....Administrative Assistant, Athletics  
B.S., Iowa State University.
- J. Randall Lawson (2001) ..... Director of Computer Services  
B.S., Limestone College; M.I.T., American Intercontinental University.
- Ileka L. Leaks (2001).....Director of Career Services  
B.S., Presbyterian College; M.Ed., Georgia Southern University.
- Jennifer Ledbetter (2014) .....Admissions Administrative Assistant  
B.S., Gardner-Webb University.
- S. Dale Lee (2012) .....Coordinator of Testing/Faculty Secretary  
B.A., Limestone College; M.B.A., American Intercontinental University.
- Christina Lievsay (2013)..... VA Certifying Official/Payment Coordinator  
B.A., University of Phoenix.
- Antonio Lipscomb (2013).....Computer Service Technician GI  
B.S., Limestone College.
- C. Adam Long (1997) ..... Associate Vice President for Information Technology  
B.S., Limestone College; M.S., Capella University.
- Blanche M. Luker (1995)..... Public Services Assistant, Library
- Rochelle Maple (2004) ..... Student Services Coordinator/Office Manager,  
Extended Campus Program (Charleston)  
B.S., Voorhees College.
- Ashley Dawn Marett (2013) .....Campus Store Assistant  
B.S., Limestone College.
- Bethany Martin (2012).....Admissions Representative  
B.S.W., Limestone College.

## FACULTY, STAFF, AND ADMINISTRATION

- Cathi B. Martin (2007)..... Financial Aid Counselor
- Hailey P. Martin (2009)..... Head Cheerleading Coach  
B.A., Limestone College.
- Jimmy D. Martin (1987) ..... Associate Athletics Director for Facilities  
B.S., Limestone College.
- Diane F. McCoy (2001) .....Administrative Assistant, Office of Student Services
- Patti H. McCraw (1997)..... Campus Store Manager/Purchasing Director
- Travis W. McDowell (2004) ..... Director of Day Admissions  
B.A., Wofford College; M.A., Liberty University.
- Chelsy Meltzner (2014) .....Marketing Assistant/Extended Campus  
B.A., University of South Carolina/Upstate.
- Ernest G. Meyers (2008)..... Assistant Athletics Director for Media Relations  
B.S., Limestone College; M.S.S., United States Sports Academy.
- Shelly Meyers (2005).....Director of Teacher Education  
B.S., Missouri Valley College; M.S., Walden University;  
Ed.D., Gardner-Webb University.
- Jerry Mickles (2013)..... VA Certifying Official/Payment Coordinator  
B.A., Limestone College.
- Sheila Miller (2014).....Campus Store Assistant
- William F. Milone (2008) ..... Assistant Director of Admissions  
B.A., Pfeiffer College.
- Sandra C. Mintz (2011)..... Financial Aid Counselor  
B.A., Limestone College.
- Susan Moore (2004).....Instruction Librarian/Archivist and Assistant Professor  
B.A., Coker College; M.L.I.S., University of South Carolina.
- Thomas Morris (2014) .....Assistant Men's Soccer Coach  
B.S., B.S., Limestone College.
- Jessica Mulhern (2015) .....Assistant Field Hockey Coach  
B.S., Adelphi University.
- Christopher A. Nall (2014) .....Assistant Baseball Coach  
B.A., Pfeiffer University.
- Karen Nichols (2013).....Director of Strategic Marketing  
B.S., University of South Carolina.
- Joshua D. Nelson (2010)..... Assistant Athletic Trainer  
B.S., Michigan State University; M.S., West Virginia University.

## FACULTY, STAFF, AND ADMINISTRATION

- Robert A. Overton (2001) ..... Vice President for Student Services  
 B.S., Elon College; M.Ed., University of North Carolina/Greensboro;  
 M.B.A., Shenandoah University.
- Kayce W. Parker (2008) ..... Financial Aid Counselor  
 B.S., Limestone College; M.B.A., Limestone College.
- Kyle Parker (2014) ..... Computer Service Technician
- Judy Patterson (2009) ..... Site Coordinator  
 Extended Campus Classroom (Florence)  
 B.S.W., Limestone College.
- Christopher N. Phenicie (1993) ..... Vice President for Enrollment Services  
 B.A., Limestone College.
- Clary W. Phillips (2010) ..... Associate Registrar for Curriculum and Advising  
 B.A., University of South Carolina; M.A., Webster University
- Joyce L. Phillips (2001) ..... Administrative Assistant, Academic Affairs
- Lisa B. Phillips (2004) ..... Campus Store Assistant
- April M. Poindexter (1998) ..... Director of Student Accounts  
 A.A., Limestone College.
- Benjamin J. Price (2014) ..... Assistant Director for Media Relations  
 B.S., Mississippi State University; M.S., The University of Alabama.
- Katheryne F. Price (2008) ..... Assistant Web Administrator/IT Helpdesk Technician  
 B.S., Limestone College.
- Jackie A. Puckett (2000) ..... Associate Dean/Director of the Social Work Program  
 B.S., Clinch Valley College; M.S.W., University of Tennessee.
- Erin M. Pushman (2001) ..... Director of the Writing Center/OWL  
 AWE Course Coordinator  
 B.A., Michigan State University; M.A., University of North Carolina/Charlotte;  
 M.F.A., Queens University.
- Hunter Raby (2014) ..... Assistant Equipment Manager  
 B.A., University of Tennessee at Knoxville.
- Adam Ranns (2004) ..... Assistant Athletics Director for Sports Health  
 Head Athletic Trainer  
 B.S., Limestone College; M.A., Gardner-Webb University.
- Karl E. Reed (2014) ..... Assistant Wrestling Coach  
 B.S., Newberry College.
- Mark A. Reger (2008) ..... Associate Vice President for Academic Affairs  
 Dean of the Extended Campus Programs  
 B.A., M.A., University of Missouri/St. Louis;  
 Ph.D., University of Missouri/Columbia.

## FACULTY, STAFF, AND ADMINISTRATION

- Kelly K. Revells (2014) .....Head Wrestling Coach  
B.A., Ashford University.
- Logan Richardson (2008) ..... Environmental Health and Safety Compliance Officer  
Director of the Physical Plant
- Tiana J. Riel (2014).....Assistant Track and Field Coach  
B.A., Boston College; M.A., University of Alabama.
- David S. Rilling (1986).....Vice President for Financial Affairs  
B.A., St. Mary's University; M.B.A., Drury University.
- Stephanie Ruppe (2015).....Campus Store Assistant
- Sundra C. Sarratt (1979-88, 1990).....Accounts Payable Coordinator  
A.A., Spartanburg Community College.
- Melissa W. Satterwhite (2009).....Coordinator of Student Accounts  
A.A., Spartanburg Community College.
- Erik Schwager (2014) .....Assistant Strength & Conditioning Coach  
B.S., Lock Haven University; M.S., California University of Pennsylvania.
- Brandon K. Scott (2006)..... Head Men's Basketball Coach  
B.S., Limestone College.
- Keith R. Shambaugh (2003) ..... Assistant Director of Advancement Services  
B.S., Appalachian State University; M.S., Mississippi State University.
- Megan Sheets (2013) .....Assistant Men's and Women's Swim Coach  
B.A., Gardner-Webb University.
- Barry W. Shreve (2014).....Director of the Extended Campus Internet Program  
B.A., Millersville University; M.A., Appalachian State University;  
Ph.D., University of Tennessee.
- Zack Siefert (2014).....Head Men's and Women's Golf Coach  
B.S., Clemson University.
- Richard E. Simmons (1997).....Chief, Campus Security  
A.A., Spartanburg Methodist College.
- J. Ron Singleton (2004) ..... College Chaplain and Director of the Christian  
Education and Leadership Program  
B.A., Furman University; M.Div., Candler School of Theology, Emory University.
- Brandon Skweres (2012)..... Head Men's and Women's Volleyball Coach  
B.S., Lewis University.
- Ansley Smith (2013)..... Assistant Men's and Women's Golf Coach  
B.A., Limestone College.

## FACULTY, STAFF, AND ADMINISTRATION

- Justin Smith (2014) .....Assistant Football Coach/Tight-End  
B.A., Lake Forest College.
- Matthew R. Smith (2010) ..... Head Women's Soccer Coach  
B.A., Trevecca Nazarene University.
- Michael Smith (2014) .....Assistant Athletics Director for Development  
B.A., North Carolina State University.
- Steven A. Smith (1987)..... Technical Services Librarian  
B.A., Limestone College; M.L.I.S., University of South Carolina.
- Joe Stockton (2014) .....Assistant Football Coach/Offensive Coordinator  
B.I.S., Western Kentucky University.
- Brendan B. Storrier (2010) .....Assistant Men's Lacrosse Coach  
B.A., Limestone College.
- Carol H. Stroup (2010)...Associate Registrar for Academic Articulation and Advising  
B.S., Limestone College; M.S., Webster University.
- Jill T. Stubblefield (2009)..... Writing Program Assistant  
B.A., College of the Ozarks; M.A., Mississippi College.
- Carole R. Taylor (2005) .....Director, Honors Program  
B.A., Limestone College; M.A.T., Winthrop University.
- Ronald W. Taylor (1992).....Area Coordinator (Low Country)  
Extended Campus Classroom Program  
B.A., University of South Carolina; M.A., Webster University.
- Wesley Terrill (2011) ..... Assistant Director, Extended Campus Classroom Program  
B.S., Limestone College.
- Brandi Toney (2013) .....Senior Mentor/Tutor  
Office of Academic Support  
B.S.W., Limestone College.
- Scott A. Tucker (2001) .....Head Women's Lacrosse Coach  
B.S., State University of New York College at Oswego.
- Michelle Upchurch (2006)..... Associate Director of Financial Aid  
B.S., Gardner-Webb University; M.B.A., Webster University.
- Ann C. Varner (2000).....Lieutenant, Campus Security  
B.A., Limestone College.
- Ingrid Villa (2010) .....Administrative Assistant, Physical Plant
- Janet S. Ward (1999)..... Assistant Director of the Library  
Web Services Librarian  
A.A., B.S., Limestone College; M.L.I.S., University of South Carolina.

## FACULTY, STAFF, AND ADMINISTRATION

- Joseph Wassink (2012).....Head Men's and Women's Track and Field Coach  
Assistant Men's and Women's Cross Country Coach  
B.A., Susquehanna University; M.S., Emporia State University.
- Candace R. Waters (2014)..... Director of Development and Alumni  
B.A., Limestone College.
- Brenda F. Watkins (2000) ..... Director of Human Resources  
B.S., Southern Illinois University; M.A., Webster University.
- Iuliana A. Watson (2004) .....Director of Data Services/Database Administrator  
B.A., B.S., Limestone College; M.Acc., Gardner-Webb University.
- David West (2013) ..... Administrative Assistant, Academic Support  
Office of Academic Support  
B.S., Lander University.
- Kaileigh West (2015) .....Assistant Women's Basketball Coach  
B.S., Limestone College.
- Bruce Wheelon (2010).....Area Coordinator (Aiken/North Augusta)  
Extended Campus Classroom Program.  
B.S., Limestone College; M.Ed., Ed.S., South Carolina State University.
- Jilea B. White (2003) .....Student Accounts Coordinator
- Christopher J. Wiley (2009).....Head Baseball Coach  
B.S., Campbell University.
- Ryan J. Williams (2015).....Assistant Director of Bands  
Associate Director of Athletic Bands/Director of Recruiting  
B.S., York College of Pennsylvania; B.M., M.M., West Chester University.
- Mary H. Willis (2010).....Director of Social Work Technical Services  
B.S., Limestone College; M.S., The University of Alabama.
- Diane A. Wilson (1999) ..... Student Accounts Coordinator  
A.A., Gaston College.
- Betsy A. Witt (2006) .....Associate Dean for Academic Affairs  
Chair, Division of Social and Behavioral Sciences (2015-2016)  
Chair, Department of Criminal Justice, Political Science, and Sociology  
B.S., M.A., Ph.D., Sam Houston State University.
- Brittany L. Wolford (2015) .....Assistant Strength and Conditioning Coach  
B.S., University of West Virginia; M.S., The University of Toledo.
- Loretta Wooden (2009) ..... Enrollment Coordinator/Student Services Representative  
Extended Campus Program (Columbia)  
B.S., Limestone College.



# FACULTY, STAFF, AND ADMINISTRATION

Bonnie Wright (2008) ..... Associate Vice President for Planning and Assessment  
B.S., North Georgia College; M.S., Ph.D., University of Georgia.

Charles W. Wyatt (2013).....Director of Communications  
B.S., Limestone College.

Amy Yates (2006 - 2007, 2012)..... Head Softball Coach  
B.S., Limestone College.

## OTHER COLLEGE EMPLOYEES

### Housekeeping

Jackie Bolin (2015)

Shermeka Bonham (2014)

Kathy Carter (2015)

Nancy Dawkins (1984)

James Dorman (1992)

Torrie Dover (2015)

Hollie R. Elliott (2011)

Susie Harvey (2010)

Wanda Humphries (1992)

Natasha Jefferies (2004)

Robert LeCroy (2010)

Ashley McAbee (2015)

Ethel Medley (2002)

Regina Patton (2011)

Wayne N. Ray (2007)

Brenda Smith (2012)

Judy Upchurch (2002)

### Maintenance

Tonya Belue(2011)

Lewis Bright (1979)

Roger Bridges (2003)

Matthew S. Crisp (2014)

Mark Davenport (2013)

Tony Earls (2009)

Wesley Farrish (2015)

James A. Gregg (2014)

Carl Grigg (2005)

Gregory Hammett (2015)

Craig Hansen (2007)

Randy Harvey (1990)

Ronald Harvey (2003)

Danny Harvey (2005)

Roderick Harvey (2012)

Danny Higgins (2010)

James Higgins (2013)

Nathan Ingram (2007)

Robert Mullinax (2006)

Christopher Reynolds (2009)

Benjamin Sarratt (2014)

Jeremey Shelton ((2014)

James Snider (2005)

Jessi Sullivan (2006)

Neal Thrasher (2013)

Christopher Welchel (2012)

Scott Wright (2004)

Jerry Wyatt (2013)

### Campus Security

Jackie Crocker (2001)

Nicholas Fowler (2015)

Kenneth Gideon (2015)

Joseph R. Holcomb (2010)

Sherrie Crosby-Humphries (2000)

Chad Hutchins (2013)

Marty King (2011)

Wesley Lane (2014)

Paul Maney (2003)

David R. Martin (2010)

Michael Meloan (2010)

Richard Pitts (2014)

Jonathan Simmons (2001)

Raymond Wood (2014)

# FACULTY, STAFF, AND ADMINISTRATION

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Limestone College

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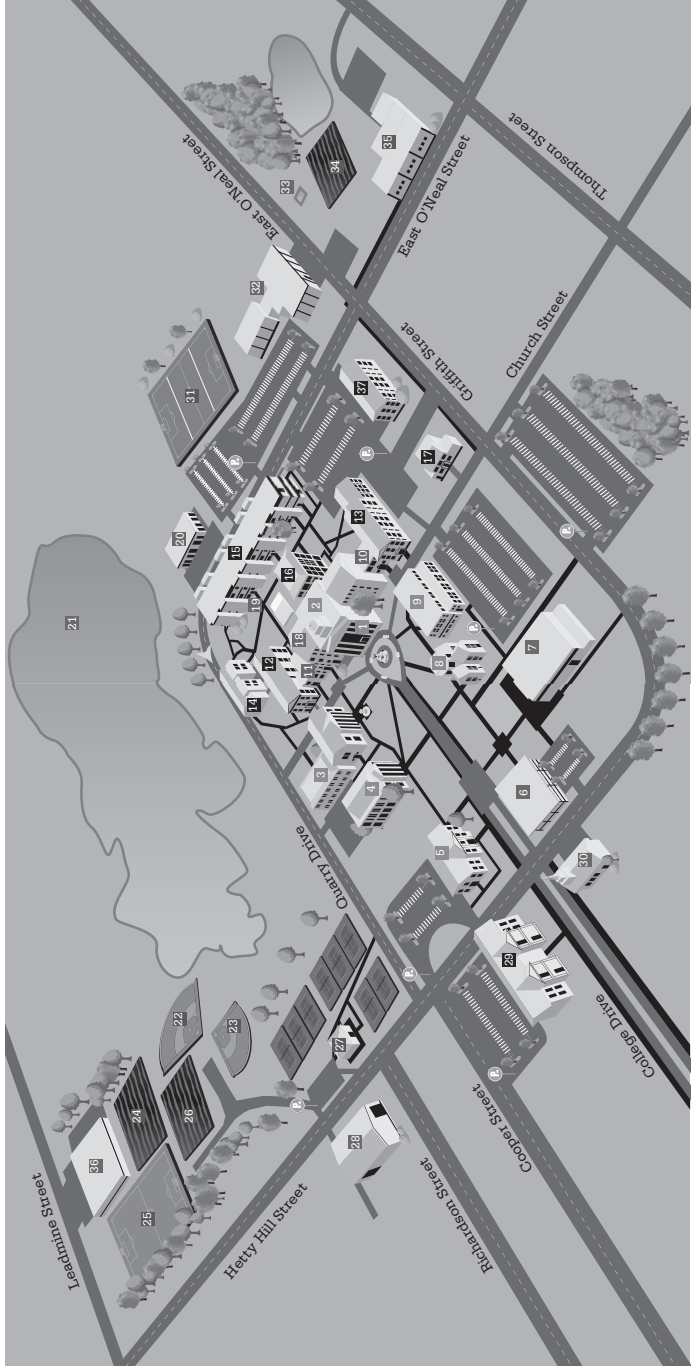
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# Limestone College



**Limestone's campus is a unique landscape of history and progress.**

Ten buildings are included on the National Register of Historic Places, nine of which have undergone major renovations. Although these historic buildings offer a picture of Limestone's past, they also house the modern technology necessary to make Limestone a liberal arts college with a view of the future.

1	Curtis Administration Building	20	Stephenson Dining Hall
2	Cooper Hall	21	Limestone Quarry
3	Hamrick Hall of Science	22	Bob Prevatte Baseball Field
4	Carroll Fine Arts Building	23	Lady Saints Softball Field
5	Montgomery Building	24	Soccer and Lacrosse Field
6	AJ Eastwood Library	25	Athletics Practice Field
7	Fullerton Auditorium	26	Athletics Practice Field
8	Winnie Davis Hall of History	27	Emmie Evans Rector Tennis Center
9	Granberry Hall	28	Maintenance
10	Admissions	29	Griffith Apartments
11	Public Safety	30	Camp-Swofford Chapel
12	Ebert Residence Hall	31	Athletics Practice Field
13	Eunice Ford Residence Hall	32	Timken Center
14	Greer Residence Hall	33	Limestone Springs
15	Fort Residence Hall	34	Hamrick Field
16	Dixie Lodge - Dobson Student Center	35	Walt-Griffin Physical Education Center
17	McMillan Hall	36	Limestone Center
18	Campus Store	37	New Residence Hall
19	Student Quad		 Parking



















# Limestone College

1115 College Drive Gaffney, SC 29340 | 800-795-7151 | [limestone.edu](http://limestone.edu)