

**Columbia College Bulletin
Women's College
2016-2017**

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The purpose of the Columbia College Bulletin is to provide a general description of Columbia College and its various academic units and to provide detailed information regarding the undergraduate curricula. Inasmuch as the educational process necessitates change, the information and educational requirements in this Bulletin represent a flexible program that may be altered where such alterations are thought to be in the mutual interests of the College and its students. The provisions of the Bulletin does not constitute any offer of a contract that may be accepted by students through registration and enrollment in the College. The College reserves the right to change, without notice, any fee, provision, offering or requirement in this Bulletin and to determine whether a student has satisfactorily met its requirements for admission or graduation.

All academic units establish certain academic requirements that must be met before a degree is granted. Advisors, program coordinators, and the provost are available to help the student understand and meet these requirements, but the student is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been met, the degree will not be granted. For this reason, it is important for each student to acquaint herself with all academic requirements throughout her college career and to be responsible for completing all such requirements within prescribed deadlines and time limits.

Academic Calendar

NOTES:

- Unless otherwise noted, the ending time for registration activities is 5:00 pm on the indicated date. The ending time for classes is the end of the last scheduled class meeting on or before the indicated date.
- The online programs in Criminal Justice and Emergency Management have different academic calendars. Check the Online Program or Graduate School Bulletins for more details.
- Fall, Spring, and Summer Breaks may be on different dates for A2B sites outside of Columbia. Contact the appropriate site coordinator for more details.

FALL 2016 SEMESTER

Monday	August 22	Division Heads Workshop
Tuesday	August 23	Division Meetings
Wednesday	August 24	Fall Faculty Workshop
Thursday	August 25	State of the College Address
Friday to Monday	August 26 August 29	New First-Year Student Orientation
Sunday	August 28	Residence Halls Open at 1:00 PM for Returning Students
Monday	August 29	Check-in for All Students New Transfer Student Orientation
Tuesday	August 30	Sophomore Rally
Wednesday	August 31	First Day of Classes for Fall Semester
Friday	September 2	Late Registration Ends
Monday	September 5	Labor Day Classes which meet only on Mondays will be held as scheduled. No other classes will meet.
Tuesday	September 6	Drop/Add Ends at 11:59 PM (Course changes needing assistance or permission need to be completed by 5:00 PM.)
Wednesday	September 14	Ten-Day Enrollment Report Available
Wednesday Thursday to Sunday	October 19 October 20 October 23	Midterm Grades for Full-Term Classes Due Fall Break Weekend classes will be held as scheduled. No other classes will meet. Residence halls remain open.
Monday	October 24	Classes Resume
Monday	October 31	Course Withdrawal Without Academic Penalty Ends
Friday	November 4	Registration of all Returning Evening College students and Women's College Seniors for Spring Classes Begins

Wednesday	November 9	Registration of Women's College Juniors for Spring Classes Begins
Monday	November 14	Registration of Women's College Sophomores for Spring Classes Begins
Thursday	November 17	Registration of Women's College First-Years for Spring Classes Begins
Wednesday	November 23	Residence Halls Close at 10:00 A.M.
Wednesday to Sunday	November 23 November 27	Thanksgiving Break (Classes Do Not Meet) Offices closed November 24 - 27
Sunday	November 27	Residence Halls Re-open at 1:00 PM
Monday	November 28	Classes Resume and Offices Re-open Registration of Readmits, New Students, and Non-Degree Students For Spring Classes Begins Registration of Co-enrollments for Spring Classes Begins
Friday	December 9	Last Day of Regular Class Meetings Withdrawal From Entire Semester Ends
Saturday to Friday	December 10 December 16	Exam Week Classes that meet on weekdays before 8:00 AM or after 5:00 PM and classes that meet on weekends meet at their regular times. All other classes follow the schedule below.
Wednesday	December 14	Final Grades for Graduating Students Due
Friday	December 16	Residence Halls Close at 5:00 PM except for graduating students
Saturday	December 17	Commencement Residence Halls Close at 6:00 PM for graduating students
Tuesday	December 21	Final Grades for Fall Classes Due
<u>SPRING 2017 SEMESTER</u>		
Friday	January 6	Division Heads Workshop
Sunday	January 8	Residence Halls Open at 1:00 PM
Monday	January 9	Check In for All Students New Transfer Student Orientation Sophomore Rally
Tuesday	January 10	First Day of Classes for Spring Semester
Friday	January 13	Late Registration Ends Faculty Workshop
Monday	January 16	MLK, Jr. Day - Special events will be held. Students are expected to attend these events, so most classes will not meet. However, classes that meet in the evening or only on Mondays will be held as scheduled.
Tuesday	January 17	Drop/Add Ends at 11:59 PM (Course changes needing assistance or permission need to

be completed by 5:00 PM.)

Tuesday	January 24	Ten-Day Enrollment Report Available
Friday	March 3	Midterm Grades Due Residence Halls Close at 5:00 PM
Monday to Friday	March 6 March 10	Spring Break Weekend classes will be held as scheduled. No other classes meet.
Sunday	March 12	Residence Halls Re-open at 1:00 PM
Monday	March 13	Classes Resume
Monday	March 20	Course Withdrawal Without Academic Penalty Ends
Monday	March 28	Registration of all Returning Evening Students and Women's College Seniors and Juniors for Summer and Fall Classes Begins
Monday	April 3	Registration of Women's College Sophomores for Summer and Fall Classes Begins
Thursday	April 6	Registration of Women's College First-Years for Summer and Fall Classes Begins
Friday to Sunday	April 14 April 16	Easter Break No classes meet. Residence halls remain open.
Monday	April 17	Registration of Readmits, New Students, and Non-Degree Students for Summer and Fall Classes Begins Registration of Co-enrollments for Fall Classes Begins
Tuesday	April 18	SpearsFest - Special events will be held during the day. Students are expected to attend these events so most classes will not meet. Classes that meet in the evening classes will meet this day.
Friday	April 21	Last Day of Regular Class Meetings Withdrawal From Entire Semester Ends
Saturday to Friday	April 22 April 28	Exam Week Classes that meet on weekdays before 8:00 AM or after 5:00 PM and classes that meet on weekends meet at their regular times. All other classes follow the schedule below.
Wednesday	April 26	Grades for Graduating Students Due
Friday	April 28	Residence Halls Close at 5:00 PM except for graduating students
Saturday	April 29	Commencement Residence Halls Close at 6:00 PM for Graduating Seniors
Tuesday	May 2	Final Grades for Spring Semester Due

SUMMER 2017 SESSIONS

Sunday	May 7	Residence Halls Open at 1:00 PM
Monday	May 8	First Day of Classes for May Session
Tuesday	May 9	Late Registration and Drop/Add for May Session Ends
Tuesday	May 16	First Day of Classes for Remote-Site A2B Summer Session
Thursday	May 18	Late Registration and Drop/Add for Remote-Site A2B Classes Ends
Friday	May 19	Withdrawal Without Academic Penalty for May Session Ends
Friday	May 26	Last Day of Classes for May Session
Saturday to Sunday	May 27 June 4	Summer Break I Weekend and A2B classes meet as scheduled. No other classes meet.
Monday	June 5	First Day of Classes for Summer Session I and Extended Session
Tuesday	June 6	Late Registration and Drop/Add for Summer Session I Ends Late Registration and Drop/Add for Extended Session Ends Final Grades for May Session Classes Due
Thursday	June 15	Withdrawal Without Academic Penalty for Summer Session I Ends
Thursday	June 22	Withdrawal Without Academic Penalty for A2B Classes Ends
Thursday	June 29	Last Day of Classes for Summer Session I Withdrawal Without Academic Penalty for Extended Session Ends
Friday to Sunday	June 30 July 9	Summer Break II Weekend and A2B classes meet as scheduled. No other classes meet.
Wednesday	July 5	Final Grades for Summer Session I Classes Due
Monday	July 10	Extended Session Classes Resume First Day of Classes for Summer Session II
Tuesday	July 11	Late Registration and Drop/Add for Summer Session II Ends
Thursday	July 20	Withdrawal Without Academic Penalty for Summer Session II Ends
Thursday	July 27	Last Day of Classes for Remote-Site A2B Summer Session
Wednesday	August 2	Grades for Graduating Students Due
Thursday	August 3	Last Day of Classes for Extended Session and Summer Session II
Friday	August 4	Residence Halls close at 3:00 PM except for graduating students
Saturday	August 5	Commencement Residence Halls close at 6:00 PM for graduating students.
Tuesday	August 8	Final Grades for Extended Session, Summer Session II, and Remote-Site A2B Summer Session Classes Due

General Information

Institutional Mission Statement

Columbia College, a women's college related to The United Methodist Church, educates students in the liberal arts tradition. The College provides educational opportunities that develop students' capacity for critical thought and expression, life-long learning, acceptance of personal responsibility, and commitment to service and social justice. In furtherance of its mission, the College is responsive to the needs of students, the communities to which it belongs, and the greater global community.

Columbia College encompasses the Women's College established in 1854 and the Evening Program and Graduate School serving women and men. Columbia College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics, and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances in technology; and learning environments that extend beyond the classroom.

The Women's College Mission Statement

Columbia College recognizes the historical and powerful significance in higher education of providing women with a rich, transformative tradition of engaged learning in the liberal arts. Dedicated to academic excellence, social and cultural awareness, spiritual growth, physical wellness, inspiring leadership, and multiple opportunities that bridge learning and living in a complex, diverse world, the College embraces the challenge of educating women to cultivate their voices as rigorous, discerning scholars; confident, vital citizens of a global community; and active, innovative leaders.

Location

Columbia College is located in Columbia, South Carolina, a metropolitan area with a population of 650,000. The 50-acre campus is on the north side of the city, with Highway 21 bordering the College's west side. Columbia is the capital city of South Carolina, and as such it offers students advantages which many colleges do not. Cultural and historical attractions are plentiful, and the accessibility of both mountains and beaches makes it possible for students to enjoy a pleasant weekend off campus whenever they desire.

Accreditation and Memberships

Columbia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters 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 Columbia College. The Commission is to be contacted only if there is evidence that appears to support Columbia College's significant non-compliance with a requirement or standard.

The following provide independent accreditation to individual academic programs:

Council on Social Work Education
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Council for Accreditation of Teacher Education

Upon request, accreditation documents may be viewed in the Office of the Provost or the J. Drake Edens Library during normal business hours.

In addition to membership in the accrediting associations, Columbia College has membership in the following:

American Association of Colleges for Teacher Education
American Association of University Women
American Council on Education
Consortium for International Students
Council of Graduate Schools

Independent Colleges and Universities of South Carolina
National Association of Schools and Colleges of the United Methodist Church
National Council of Church Related Colleges
Southern Association of Colleges for Women
Southern Conference of Church Related Colleges
Southern Regional Honors Council
The University Senate of the United Methodist Church
Women's College Coalition

Affiliation and Governance

Columbia College, a private college for women affiliated with the South Carolina Conference of The United Methodist Church, is a not-for-profit corporation chartered under the laws of the State of South Carolina. The purposes of the College are set forth in both the Charter and the By-laws that govern the College.

Columbia College is related to the South Carolina Conference of The United Methodist Church, which, through its local churches, provides a measure of financial assistance for the programs of the College on a voluntary basis. Income is also derived from endowment, tuition and fees, as well as gifts from individuals and foundations.

Columbia College is governed by a volunteer Board of Trustees. The Board is solely responsible for the policies governing the operation of the College and for its legal and financial activities. Although the membership of the Board is elected by the South Carolina Annual Conference of The United Methodist Church, the Board holds title to the College and exercises its own independent judgment with respect to its own affairs.

J. Drake Edens Library

As the academic heart of the Columbia College campus, the J. Drake Edens Library provides professional guidance to students, faculty, and staff and houses materials to help students explore all aspects of the liberal arts. To support that research, the library maintains a core collection of books, periodicals, and media items.

The library provides students with access to tens of thousands of full-text articles through database subscriptions. Students can access these databases from anywhere by selecting the database, then entering their Columbia College e-mail address and password. Students can receive help from librarians in selecting keywords, choosing databases, or troubleshooting technical issues by e-mailing refdesk@columbiasc.edu.

The Research and Instruction Librarians are eager to assist students, faculty, and staff with their research. The Reference Desk is located on the main floor, and librarians are available to help on an individual basis, including nights and weekends. Individual and group study rooms are available on the main and top floors of Edens Library. Computers are located near the Reference Desk, on the top floor, and in the Overton Media Center on the bottom floor.

On the lower level of Edens Library is Educational Technology. Educational Technology supports instruction at Columbia College through the use of technologies such as Google apps, SMART Boards, video editing, social media, and the campus's online learning management system, Koala Connection. Students, faculty, and staff are all welcome to make appointments to discuss the use of technology in the classroom. Educational Technology strives to troubleshoot technical issues as well as enrich curriculum through new tech tools. Many helpful resources can be found on Educational Technology's website and through its social media channels on Twitter, YouTube, and Pinterest.

International Student Information

It is the policy of Columbia College to encourage and support the development of the many aspects of international/intercultural education. Therefore, the College has adopted the guidelines of the National Association of Foreign Student Affairs (NAFSA) and "is authorized under Federal law to enroll nonimmigrant alien students."

Alumnae Association

The aim of the Columbia College Alumnae Association is to establish a mutually beneficial relationship between the College and the members of the Association, to promote universal and systematic gifts for College purposes, and to advance the interests of the College. Established in 1882, the Association is the fifth oldest women's college alumnae association in the United States.

Nondiscrimination

Columbia College does not discriminate on the basis of sex in its evening-weekend adult programs or graduate programs, nor on the basis of race, color, religion, national origin, age, or disability in any of its educational programs, admissions procedures, or employment practices.

Facilities and Services for Students with Disabilities

Columbia College recognizes its responsibility to assist academically qualified students with disabilities in achieving their academic goals. The College makes every effort to ensure that its physical facilities are accessible to students with disabilities. Reserved parking spaces, properly equipped restrooms and ramps are available throughout the campus.

Columbia College is committed to ensuring access to academic programs and to non-academic programs where possible. Although the College will not lower its academic standards nor alter degree requirements, certain accommodations are available at no cost to students with disabilities, depending on their specific disability. Possible accommodations students may request include:

- Extension of the time allowed to earn a degree or substitution of one elective course for another.
- Adaptation of the manner in which specific courses, assignments, tests and examinations are conducted.
- Assistance with registration. Counseling, campus ministry and career and placement services are also available.
- The College will seek volunteers to assist as note takers, readers, typists and attendants but cannot guarantee provision of personal services at no cost to the students involved.

After admission to Columbia College, students with disabilities may be required to document their disability to receive the special considerations cited above.

Title IX Compliance Statement

The Columbia College Board of Trustees confirmed at a meeting held at the College on October 23, 1975, that the College will continue to take such action and do such things as may be necessary to comply with Title IX of the Education Amendments Act of 1972 as amended and regulations issued pursuant thereto. The College has designated the Executive Committee of the College Board of Trustees as Compliance Officers to ensure that Columbia College remains an equal opportunity institution in all respects.

Complaint Process

Concerns about Columbia College policies, procedures, or practices should be discussed with the appropriate faculty or staff member in person prior to a formal written complaint. Concerns about academic issues should be reviewed with the faculty member involved, the division head or area director, then the Provost, in that order. Concerns about administrative issues should be reviewed with the area director, then the Vice President for Finance. Concerns about student life should be reviewed with the area director, then the Dean of Students. Concerns about admissions or financial aid issues should be raised with the appropriate director and then with the Vice President for Enrollment Management.

If the problem cannot be resolved in person, written complaints should be sent to the Provost, the Vice President for Enrollment Management, or the Vice President for Finance as appropriate. The Provost will address both academic and student life complaints. The resolution of written complaints will be communicated to the complainant in a timely fashion. If the complaint is impossible to address quickly, the Provost or Vice President will keep the complainant informed as to the progress of the resolution.

Columbia College Intellectual Property Policy

Background: Columbia College is committed to free and vigorous intellectual exploration and expression. Hence the College is committed to providing an environment that supports the research and teaching activities of its faculty, students and staff. In the course of professional duties, faculty members create intellectual property. As a matter of principle and practice, the College encourages all members of the Columbia College community to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the public. The long-standing academic tradition that creators of works own the intellectual property resulting from their research, teaching and writing is the foundation of the College policy.

Policy: It is the general policy of Columbia College that intellectual property shall be the property of the author or creator. Exceptions to this rule will be handled as described in the *AAUP Policy Documents and Reports, Tenth Edition* on

pages 214-216. To resolve emerging issues and disputes concerning the interpretation of this policy and/or negotiation of intellectual property rights, the Provost will convene a panel of faculty and peers to submit recommendations to be considered by the College administration.

Admissions

Columbia College encourages all qualified women to apply for admission. Equal educational opportunities are offered to women regardless of race, color, religion, ethnic or national origin, marital status or disability. The College seeks to enroll students who will benefit from the academic programs and who will live together in an honorable community.

Selection to Columbia College is competitive and not determined by any single factor; rather, the College reviews each person's application to predict her success at Columbia College. Candidates must provide satisfactory evidence that, in scholarship and character, they are qualified for the education program and standards maintained at Columbia College. The College reserves the right to deny admission to any student whose record indicates that she may not be a successful participant in the educational program or whose conduct as a whole is viewed by the College to be inconsistent with its goals, standards, and/or ideals. Individual interviews may be required in some cases.

DEGREE PROGRAM

Admission of First-Year Students

To be eligible for admission as a first-year student, an applicant should be a graduate of an accredited high school or its equivalent. The College recommends that 16 or more college preparatory academic units be earned in the following areas: English (4 units), laboratory science (2 units), foreign language (2 units), algebra I and II, geometry, and courses in United States history, world history, other social sciences, advanced mathematics, or natural sciences.

Application Procedure

An applicant should submit the following to the Office of Admissions:

1. **The application and accompanying essay.** Applications are available online at www.columbiasc.edu or www.commonapp.org.
2. **Official high school transcript.** The applicant's high school guidance counselor must mail a complete transcript to the Office of Admissions. A final official transcript must also be sent upon completion of the senior year.
3. **SAT or ACT scores.** Although it is not necessary for a prospective student to have taken one of these tests before submitting her application, she will be asked to indicate on her application when she plans to take the test. It is suggested that applicants take the SAT or ACT near the end of their junior year or by December of their senior year. Students should request that their test scores be sent directly to the Columbia College Office of Admissions. Columbia College's code for SATs (CEEB code) is 5117; for ACT, it is 3850. The College combines a student's best SAT math and SAT critical reading scores.

Campus Visits

The College highly recommends a campus visit, if possible. Students and parents should make appointments in advance. Several Open House programs are offered each year and include talks with current students and faculty members, campus tours, and opportunities to attend classes.

First-year Student Application Deadlines, Notification, and Acceptance

Columbia College strongly encourages early application. The admission decision is based upon high school grade point average, scholastic rank in class, SAT or ACT test scores, the application essay, extra-curricular activities, and other personal information.

To accept an offer of admission, a student must submit a reservation deposit as early as possible (\$200 for resident students; \$100 for commuting students). The deposit is not refundable after May 1 for first semester applicants or after November 1 for second semester applicants. All deposits will be credited as payment on tuition and fees when the applicant registers.

Summer School Admission for First-year Students

Prospective first-year students may earn credits at Columbia College during the summer session prior to Fall entrance. First-year students who plan to enter in the summer should contact the Office of Admissions.

Admission of International Students

Academically prepared women from countries other than the United States are encouraged to apply for admission. Applicants should be aware the curriculum is presented entirely in English. Students may apply as first year students or transfer students. Credentials necessary for international admission are the following: (1) a completed application form with accompanying essay, (2) English translated transcripts, records or certificates from each high school, college, or university previously attended (students attempting to transfer college or university credits must provide English translated course catalog descriptions for each class being considered), and (3) SAT, ACT, TOEFL, or IELTS scores (any of these is acceptable – a minimum TOEFL score of 550-paper, 213-computer, or 79-iBT; or a minimum IELTS score of 6.5 is required). International students who fail to meet the minimum TOEFL or IELTS score may enroll in an ESL Center or Language Program. An ESL level of 109 or successful completion of level 5 of Academic English is accepted in lieu of test scores for admission to Columbia College. There are ESL centers located throughout the United States (including one in Columbia, SC) and in over 50 countries throughout the world. Columbia College also maintains a partnership with Agape English Language Institute in Columbia, SC. Additional information about these centers or our partnership with Agape can be obtained by contacting the Office of Admissions.

Only after the above requirements are met will a letter of acceptance or denial be sent from Columbia College. If accepted, the student must complete the following three requirements before the Form I-20 (Certificate of eligibility of the Immigration and Naturalization service of the United States Department of Justice) is released to the student: (1) official bank statement demonstrating that she has adequate financial resources to cover her share of all expenses for the entire period of study at Columbia College, (2) \$200 (US) non-refundable reservation deposit (these funds will be credited toward tuition and fees upon enrollment), and (3) physical examination report (the report must be completed and translated in English and signed by a physician).

There are other important financial requirements international students at Columbia College must take into consideration: (1) all international students must have an acceptable health insurance plan at their expense, (2) all international students must pay for books and miscellaneous expenses, and (3) all international students choosing to stay in the United States during any portion of the summer must secure and pay for rent and other expenses.

Admission of Transfer Students

Credentials necessary for admission are the following: (1) a completed application form with accompanying essay and (2) official transcripts from all colleges previously attended (high school transcripts and SAT or ACT scores when fewer than 30 semester hours of college credit have been earned at the time of application, or upon request by the Admissions Committee). A campus visit is highly recommended. Transfer students may be required to complete placement tests prior to registration for certain courses. Columbia College reserves the right to deny admission to any student whose record indicates that she may not be a successful participant in the educational program or whose conduct as a whole is viewed by the College to be inconsistent with its goals, standards, and/or ideals.

Columbia College reserves the right to determine which transfer courses meet the requirements and standards of the College. Details regarding transfer credit can be found on pages 34 and 35.

Admission of Students Formerly Enrolled in the Evening Program

Credentials necessary for admission are the same as for transfer students. A student must take at least 12 semester hours in her major at the College, after transfer, not including pass/fail coursework or credits earned while in the Evening Program. Work taken in the Evening Program will contribute to the hours attempted, hours earned and the quality points earned at Columbia College. A student whose cumulative grade point average is below 2.10 may apply for academic renewal after an absence of three calendar years from the College. All students must complete at least 25 percent of all courses required by the degree at the College. Evening Program credit can be applied toward this regulation. A student must meet the degree requirements published for the semester immediately prior to her transfer from the Evening Program.

Readmission of Former Degree Students

Students seeking readmission should make an application. The student will be requested to update their educational data, biographical data, and health records. A student whose cumulative grade point average is below 2.00 and who applies for readmission to Columbia College after an absence of at least three calendar years from Columbia College may apply for academic renewal. Under academic renewal, a student will receive credit toward graduation for grades of "C" or above on courses previously taken at Columbia College but will not receive any quality points. Additional information is available in the Office of Admissions and the Office of the Provost.

Second Bachelor's Degree

Columbia College may confer a second bachelor's degree upon Columbia College students wishing to pursue two different degrees concurrently, Columbia College alumnae wishing to pursue a second degree of the same type or of a different type, and students who have a bachelor's degree from a regionally accredited four-year college who wish to pursue a second degree of the same type or of a different type. The two degrees must be in different majors. Credentials necessary for admission are the following: (1) application form with a \$25 nonrefundable application fee, and (2) official transcripts from all colleges previously attended.

Non-Degree Courses

Students applying for admission to any non-degree course are not required to pay an application fee. If a student enrolled in a non-degree course decides to seek admission to a degree program, all requirements for admission at that time must be met, and the application fee must be paid. No more than 24 semester hours earned as a non-degree student at Columbia College may be applied toward an undergraduate degree from Columbia College.

Admission as a Joint-Enrollment Student

Columbia College offers classes in various curricula to qualified female high school students. This opportunity permits students to earn college credit and to become acclimated to the college environment. Enrollment in the program would appeal particularly to a college-bound student who has completed the majority of her high school requirements. The classes offered will be those regularly scheduled for college credit. Basic requirements for admission to the joint-enrollment program are as follows:

1. Enrollment in the college preparatory program in high school
2. Rank in the top 25 percent of her class.
3. A total score of at least 1000 (critical reading and math) on the SAT or PSAT.
4. Classification as a high school senior during enrollment at Columbia College.
5. Written approval and authorization from the high school.

For information and application forms, contact the Office of Admissions.

Admission as a Non-Degree Student

A student wishing to enroll primarily for credit to be transferred to another college is not required to submit a regular application for admission. Such a student must submit a Special Student Application Form along with a statement of good standing and permission to enroll from the institution where she is currently enrolled. For information and application forms, contact the Office of Admissions.

Auditors

Students who wish to audit courses must apply to the Office of Admissions.

Financial Information

Office of Financial Services

Third Floor, Allison Administration Building
803-786-3244

Application Fee

Applicants seeking admission to Columbia College as first-year students or as transfer students from other colleges are required to submit a \$25 application fee with the admission forms. **This fee is nonrefundable.**

Room and Space Reservation Deposits

When a new student's application is processed and acceptance is granted, a reservation deposit is due. Students desiring an early decision pay a \$300 deposit; new boarding students pay a \$200 deposit; and new commuting students pay a \$100 deposit. **Deposits paid by new students are not refundable after May 1 for fall semester applicants or after November 1 for spring semester applicants.**

Students already enrolled in the College are notified in the spring of each year to reserve their rooms or class spaces for the following academic year. Returning resident students must pay a \$100 deposit before participating in the room selection process for the next fall semester. Information on the room selection process is distributed by the Office of Residence Life well in advance to allow students ample time for planning. **Room deposits are not refundable after May 1 for fall semester or after November 1 for spring semester.**

Reservation deposits will be credited as payment on tuition and fees when the student registers for the semester for which the deposit was made.

Fee Schedule 2016-2017

Tuition and Fees

	Per Semester	Fall and Spring
Tuition and Fees – Full-time	\$14,450	\$28,900
Meal Plans		
21-Meal Plan (all First-year)	\$1,925	\$3,850
15-Meal Plan	\$1,800	\$3,600
10-Meal Plan (Seniors Only)	\$1,675	\$3,350
Commuter 10-Meal	\$1,675	\$3,350
Commuter 5-Meal Plan	\$730	\$1,460
Housing Rate:		
Residence Halls	\$1,900	\$3,800
Cottages (Juniors and Seniors)	\$1,900	\$3,800

Private Room Charge:

Rates for private rooms vary according to classification and location.

Deposits are applied toward semester fees.

Cost of music lessons will be an additional charge of \$300 per semester for one hour of study per week or \$150 for one-half hour of study. Credits for applied music must be considered as part of the normal course load. Special music students (those not taking other college work) should enroll through the Pre-College and Adult Education Programs.

Special fees may apply to selected courses. Off-campus internships in certain courses may require an additional fee. The amounts vary and will be announced before the internships begin.

The cost of textbooks is not included in the tuition or fees.

Full settlement of the charges is required by the due date of the bill to ensure reservation in registered classes.

Credit cards

Columbia College accepts VISA, American Express, and MasterCard for payment of fees.

Students can pay online at: www.columbiasc.edu/admissions/payment.asp.

Payment Plans

Students may enroll in the interest-free monthly payment plan offered through Tuition Management Systems, Inc. This 10-month plan starts July 5 and allows students and families to spread all or part of their annual education expenses over the school year in equal monthly payments. Tuition Management Systems, Inc. charges a small annual enrollment fee which also includes life insurance coverage for the unpaid balance. Call Tuition Management Systems (TMS) at 1.800.722.4867 or

go to www.afford.com for more information or to enroll. Columbia College may restrict enrollment in this plan based on the student's payment history.

Special Charges

* Extra hours over 18 per semester (except music ensembles)	\$760 per hour
Part-time students (limit 11 hours per semester).....	\$760 per hour
Full-time fees apply when registration exceeds 11 hours per semester.	
Auditing (no applied courses).....	\$235 per course
Joint enrollment (high school students).....	\$760 per hour
Parking permit.....	\$15
Consortium fee.....	\$50
Summer Session tuition.....	\$395 per hour

* Charges will be assessed unless official withdrawal occurs during the add/drop period.

Special Alumnae Discounts

Columbia College degree alumnae: Women who have graduated from Columbia College are eligible to receive tuition discounts of \$25 per undergraduate semester hour for courses taken in the fall and spring semesters. Discounts do not apply to summer sessions.

No scholarship aid or tuition discount applies to audited courses or graduate study.

For more information on tuition call 803.786.3244. To apply for financial aid, contact the Office of Financial Aid, Room 311 in the Allison Administration Building or call 803.786.3612.

Refund Policy

Refund of any portion of tuition will be made only in the case of **official withdrawal** from the College through the Office of the Provost.

When the Student Has Been Enrolled	Percentage of Tuition Refunded
Through the end of add/drop:	100%
Through the next 2 calendar days:	75%
Through the next 7 calendar days:	50%
Through the next 7 calendar days:	25%

Scholarship and grant aid from state or institutional sources are subject to the same withdrawal calculations.

Fees are nonrefundable.

Room charges are nonrefundable according to the terms of the housing contract signed by all resident students.

Unused board, prorated by the week, will be refunded only during the first 28 days of the semester. This applies to students who officially withdraw and to students who leave the residence hall but remain as commuting students.

NO REFUNDS ARE ALLOWED AFTER 28 CALENDAR DAYS OF THE SEMESTER.

Note that in accordance with federal regulations, students receiving federal financial aid funds are subject to a Return of Title IV Policy depending on the date of their official withdrawal petition. Please contact the Office of Tuition Accounts for more information.

Students can not receive a refund generated by Columbia College funds. If a student receives gift aid from federal, state, or private sources in excess of what is needed to cover tuition, room, board, fees and books; Columbia College aid will be reduced so that the account balance is zero.

Personal Property Insurance

Columbia College is not responsible for damage or loss of personal property brought on campus. Students are advised to obtain adequate insurance coverage for their property.

Miscellaneous

1. Students will be charged for the repair or replacement of grounds, buildings or equipment which may be damaged or lost through negligence, carelessness or willful intent on the part of the student or guests of students. A charge will also be made for vacated rooms left in an untidy condition.
2. Columbia College is not responsible for damages, losses, repairs, etc. to automobiles, personal belongings or other items brought to the campus by students, guests, employees or visitors. Students are advised to obtain adequate insurance coverage for their property.
3. Columbia College is not responsible for, and does not provide insurance coverage for, illnesses or accidents of students, guests or visitors.
4. Situations not specifically provided for in these regulations will be provided for in accordance with accepted practices and in keeping with principles which ensure fairness to all concerned. Charges in such instances will be agreed upon by all parties involved prior to registration or immediately upon a change in the student's status. Otherwise, charges which the College may levy will prevail.

Special Course Offerings

Information and charges on summer school, graduate programs, the Evening Program and other offerings will be announced in separate publications.

Study Abroad

Columbia College has consortial arrangements with the University of Salamanca in Salamanca, Spain, and with the Catholic University of the West, the CIDEF, in Angers, France. Students can attend those institutions where instruction is not in English by paying tuition, room and board to Columbia College and registering for classes through the College. Students are responsible for paying for their transportation to the sites and for other incidental expenses.

Columbia College maintains an exchange program with universities in Ireland through the Business Education initiative (BEI), University of Dortmund in Germany, and Sookmyung University in Seoul, Korea. These programs have limited openings so students need to apply to participate through the Global Studies Committee. Students who attend these schools pay tuition to Columbia College. They may pay room and board to Columbia College (and have the college pay the overseas institution up to the amount of CC room and board) or they may make arrangements to pay room and board themselves. Students are responsible for paying their transportation to the sites and for their incidental expenses.

In General, for students interested in participating in other study abroad programs, Columbia College is happy to try and enable these experiences when possible. Federal financial aid and state financial resources can often apply to the expenses of such programs. Columbia College grants and scholarships are NOT applicable to this type of study.

Financial Aid

Office of Financial Aid

Third Floor, Allison Administration Building
Room 309 – 803.786.3612

The Office of Financial Aid is dedicated to helping students and their families make attendance at Columbia College an academic and financial reality through financial aid planning. There are many different sources of financial aid available to qualified students. It is best to submit all required forms as soon as possible, since most aid is awarded on a first-come, first-served basis for qualified applicants. The Office of Financial Aid awards aid to qualified applicants regardless of race, religious creed, place of national origin, ethnic group or physical disability.

Financial Aid Application

Applicants are required to complete the Free Application for Federal Student Aid (FAFSA). This form will determine how much the family or student is expected to contribute to the educational costs for the academic year. It is a fair and equitable system of establishing how much aid each student needs. By completing the FAFSA, a student applies for federal, state, and institutional aid. **The FAFSA or the Renewal FAFSA has to be filed each year to apply or reapply for assistance for the upcoming academic year. The FAFSA is available at www.FAFSA.ed.gov.**

The **priority** deadline for completion of the FAFSA is April 15, but students are encouraged to apply for financial aid as early as possible. Applications received after this date will be considered for aid as long as funds are available.

All students are strongly urged to check with the Office of Financial Aid concerning questions related to the financial aid process. In addition, students are advised to check with local service clubs, churches and employers about scholarships that might be offered. These scholarships often go unused.

Procedure for Making Application

1. The student applies for admission to Columbia College and is accepted.
2. The student files the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. (All South Carolina residents must apply by June 30 for the South Carolina Tuition Grant by completing the FAFSA.)
3. In the event additional documentation is required, or errors were made on the FAFSA, students will receive notification of additional requirements.
4. The student applying for assistance will receive an official award notification from the Office of Financial Aid.
5. Students are not required to return a copy of the award letter. All aid will be processed as offered unless the student returns a signed copy of the award with notations indicating a desire to decline or reduce a specific award.
6. VA students should notify the Columbia College certifying official or Michelle Poindexter in the Office of Tuition Accounts.

Scholarship Renewal Criteria

All students must meet the cumulative Columbia College GPA requirement below to continue to receive full merit aid with no penalty. The Office of Financial Aid will review student eligibility at the end of each Spring semester. Students will receive a warning at the end of the Fall semester if they are not currently meeting scholarship requirements .

Students failing to meet the cumulative GPA requirement will lose 10% of the merit award, applied immediately to the next term of enrollment. Students can re-qualify to receive full merit aid amounts in subsequent terms by achieving a Columbia College term GPA that matches the CGPA requirement, even if the cumulative GPA continues to be less than that required.

Merit Award	GPA Requirement
Founders Scholarship	3.0
Momentum Scholarship	2.8
Presidential Scholarship	3.0
Trustee Scholarship	2.8
CC Grant	2.5
CC Opportunity Grant	2.5
Transfer Presidential	3.0
Transfer Scholarship	2.8
Transfer Grant	2.5
Transfer Opportunity Grant	2.5

Satisfactory Academic Progress

Pursuant to Federal Regulations, the Columbia College Financial Aid Office is required to monitor the academic progress of all students who apply for federal financial aid. Financial aid funds can only be awarded to students who are completing a minimum percentage of hours attempted, maintain a specific GPA, and who meet the college's standards for continued enrollment as defined in the "Academic Standing" section of the Columbia College Bulletin. If a student fails to

meet any particular standard or combination of standards, she will become ineligible for federal financial aid. A student is considered making Satisfactory Academic Progress and eligible for financial aid if she:

- A. Is admitted and enrolled as a degree-seeking student.
- B. Meets Columbia College's standards for continued enrollment (See the "Academic Standing" section of Columbia College's Bulletin.)
- C. Maintains a 2.0 Cumulative GPA for all undergraduate work.
- D. Passes 67% of all attempted hours (includes all transferred credits).
- E. Undergraduate students have not exceeded 190 attempted semester hours.

Special Note: Certain scholarships and grants require a higher grade-point average or earned credit hours (i.e., SC Tuition Grant; Presidential, Trustees, and Leadership Scholarships.)

Full-time/Part-time

For the purposes of Satisfactory Academic Progress, Columbia College does not distinguish between full-time and part-time enrollment. Students' progress is assessed on both a qualitative (GPA) and quantitative scale (percentage of hours completed). Basing the qualitative measure on percentage of hours completed negates any differences in enrollment status.

No undergraduate student exceeding 190 attempted hours is eligible for Title IV Federal or state aid.

Re-admit and Entering Transfer Students

Credit transferred from other institutions will count as both attempted and earned hours, but do not count towards the GPA requirement, for the purposes of the satisfactory academic progress and maximum timeframe policies. Re-admitting students will be assessed for eligibility upon re-application to Columbia College and will be considered eligible for Title IV Assistance if they have completed at least 67% of all the credits attempted and have a 2.0 cumulative GPA. New transfer students will be assessed for eligibility upon acceptance. All students receiving South Carolina Tuition Grant or LIFE Scholarship funds must meet the credit hour requirement for those program (full-time students must earn 24 semester credit hours per year for SCTG and average 30 credits per year for LIFE.) Courses taken at other institutions do count as required towards the credit hour and GPA requirements for the SCTG and LIFE scholarship.

Repeats, Withdrawals, and Remedial Coursework

Any academic course work including incompletes, withdrawals, repetitions and non-credit remedial courses that the student begins (registers) and is charged for by Columbia College will be counted as attempted credit hours. Non-credit remedial courses and repeated course work that the student successfully completes will be counted toward the minimum number of credits needed to maintain Satisfactory Academic Progress. Any incomplete grade changed to a passing grade will be counted toward the minimum hours needed if the change occurs prior to the first day of class.

Maximum Timeframe

Students are no longer eligible for aid if the number of attempted credit hours exceeds 150% of the published program length. The maximum number of attempted hours eligible to be covered by aid is 190 semester hours for a 127 credit hour bachelor's degree. Students that change majors or are starting a second bachelor's degree and have credits that do not count toward the new major or degree may be eligible for an "hours reset", depending on major program and reason for program change. Students will have the option to request a reset during the appeal process. An "hours reset" is not guaranteed.

Frequency of SAP Assessment

The Financial Aid Office will review the Satisfactory Academic Progress of undergraduate students after the Spring semester of each academic year for any student that attended any term of the academic year. Students who have not met Satisfactory Academic Progress after the designated checkpoint are placed in a Financial Aid Probationary status. Students on Probation are classified as ineligible for aid and are not eligible for Title IV federal aid programs or state funding. There is no warning period in which a student can receive aid for an additional semester if SAP requirements are not met.

All students, regardless of enrollment status, will also be reviewed at the end of the second academic year for compliance with the GPA requirement only. Failure to have a 2.0 at the two year checkpoint will result in a full SAP review and financial aid probation.

Students who are determined to be ineligible for federal financial aid under the Satisfactory Academic Progress policy may appeal this determination if the student feels extenuating circumstances are major factors in her inability to meet the Satisfactory Academic Progress standards. Extenuating circumstances are documented conditions beyond the student's control (i.e., injury, illness, or family crisis). Appeals governing that circumstance will only be granted once. All appeals must be in writing and mailed to the Financial Aid Office.

Financial Aid Appeals

Students who do not meet these guidelines will be sent a letter and/or e-mail explaining that they are on financial aid probation. Students who feel there are extenuating circumstances which may affect the denial of financial aid have the right to appeal in accordance with the Financial Aid Appeal Process. In order to appeal, the student will need to submit a letter of explanation detailing the extenuating circumstance and what steps will be taken to ensure SAP requirements will be met by the end of the next term. All appeals must be submitted prior the first day of classes for the semester in which the student is seeking financial assistance. Appeal documentation will be reviewed by the Office of Financial Aid.

Appeals can only be granted if it is mathematically possible for the student to achieve both the quantitative and qualitative SAP standard by the end of the next academic semester. Any appeal that requires more than one semester to achieve SAP standards will be denied or re-evaluated under the Academic Plan process.

After a reinstatement is made, the Financial Aid Office will review the student's grades at the end of the reinstated period. The student will be required to successfully complete each semester with a "C" or better in each course attempted. If the student fails to meet this requirement, they will be denied financial aid for the upcoming semester and appeals will not be accepted a second time. Repeated appeals are considered a violation of the intent of the satisfactory academic progress guidelines. If a student's appeal is denied then the student will be required to successfully attain minimum SAP requirements using their own financial resources to continue enrollment. Once minimum SAP requirements have been met aid eligibility is reinstated.

Appeals for the upcoming Fall semester will be reviewed after Spring grades are available (if necessary) and prior to the last day of the add/drop period for the Fall semester. Appeals for the upcoming Spring semester will be reviewed after Fall grades are available (if necessary) and prior to the last day of the add/drop period for the Spring semester. Appeals for the upcoming Summer sessions will be reviewed during the Spring semester and prior to the last day of the add/drop period for the Summer session.

Academic Plan

Students appealing their ineligibility for aid that cannot achieve minimum SAP requirements within one semester may be considered for an Academic Plan. If a student can achieve SAP minimum requirements in a reasonable amount of time, one academic year or less (3 semesters: Fall, Spring, and Summer), exhibits character consistent with the mission of Columbia College, has a balance less than \$1000 owed to the college, and can satisfactorily demonstrate a willingness to do the work necessary to attain minimum SAP requirements, then an Academic Plan will be offered.

An Academic Plan will detail the specific expectations and requirements that must be met for each semester the student receives aid until SAP requirements are met. The Academic Plan will be created by the Provost's Office and forwarded to the Office of Financial Aid. Requirements may include, but are not limited to: regular meetings with faculty, advisors, and the Academic Skills Center, presentation of progress reports to the Director of Financial Aid or other representatives, and optional sessions with the campus Counselor. A specific GPA and percentage of hours completed will be assigned for each semester to ensure that SAP requirements are met within the required time-frame. Failure to comply with any part of the Academic Plan requirements or to achieve the expected GPA and percentage will terminate the Academic Plan provision and the student will become ineligible for aid. No additional appeals will be considered.

Columbia College reserves the right to terminate an Academic Plan at any time. Any decision to terminate a plan early will be approved by the Financial Aid Committee. Academic Plans are an optional part of the appeals process and may not be offered to every student that can mathematically meet SAP requirements within 3 semesters.

Students that have exceeded the 190 attempted hour cap may appeal. Appeals for the extension of aid beyond the 150% maximum timeframe are available only to those students for whom one additional semester of aid will result in graduation. No appeal will be granted for students that require more than one term beyond the maximum timeframe to attain a degree. Students that will not graduate within one term can request consideration for an "hours reset". Under this provision only the hours that count toward the current major would be used to determine SAP compliance. Not all students will qualify for a reset. Eligibility for a reset will be determined in conjunction with the Office of the Registrar.

Student Affairs

Student Affairs is the collective name for a number of offices that work closely with students in the out-of-class learning environment. Student Affairs consists of the offices of the Dean of Students, Residence Life and Housing, Student Activities, Career Services, Chaplain, Counseling Services, Student Support and Special Resources, Health Services, and Campus Scheduling. Services provided by these offices are generally offered at little or no charge to students. Student Affairs staff members provide students with a variety of opportunities, activities, programs, and events that support learning in and out of the classroom, assist the student in becoming engaged in the campus community, enhance a student's leadership

skills, and promote success during and after college. Detailed descriptions of the individual offices can be found in the *Student Handbook*.

The policies listed below are related to the work of the Student Affairs division. These policies are reprinted here for convenience. If there are any discrepancies between the content in this section and similar material in the *Student Handbook*, the *Handbook* is considered to contain the correct wording of the policies.

Residency Requirements

Student is required to live on campus during her first two years of enrollment at Columbia College. Exceptions will be granted to students who live with a parent, a legal guardian, or an individual who legally claims that student as a dependent. Exceptions to this policy must be requested in writing and will be reviewed and approved by the Director of Residence Life and Housing and Dean of Students.

Immunizations: Required

All students entering Columbia College must present a valid immunization certificate (dated, signed, or stamped by a health care professional/office) documenting that the student has received those immunizations required by the College. Failure to comply will result in delayed registration for the subsequent semester.

Pursuant to South Carolina law, the Columbia College institutional policy, and endorsement by the American College Health Association, the following immunizations and screening tests are REQUIRED:

Students born after December 31, 1956:

- 2 Measles (Rubella), 1 Mumps, and 1 Rubella (2 MMR doses meet this requirement)
- Tuberculosis Screening (PPD) within the last 6 months. If you are an international student. If you have traveled outside the United States, a PPD is required three months after you return to the States. A PPD is required regardless of prior BCG inoculation.

Several options are available to achieve compliance with the Columbia College Immunization Policy.

- Private Physician
- Medical Centers
- **Your local Health Department can provide the second MMR, Td booster and tuberculosis screening.**

Columbia College will keep a student's immunization record on file for the duration of her tenure at Columbia College. Any student wishing to receive a copy of her immunization record should contact the Division of Student Affairs at 803.786.3856.

New Student Orientation

New Student Orientation is a three-part process, with the first session held in June and the second session held just prior to the start of the academic year in August. The final segment of the program is in the form of a three-hour credit course – Liberal Arts 100 – held during the fall semester. During Orientation, students become acquainted with other new students, faculty, and staff; receive information designed to assist them in achieving academic and personal success; and select courses for the fall semester. New students are expected to attend and participate in the entire three-part orientation process. Transfer students attend a specially designed Welcome Program offered in August and January.

A Community of Honor

Members of the Columbia College community believe that the Honor System represents more than a set of simple rules. It is a way of living within a community of scholars. The central purpose of the Honor System is to sustain and protect a community characterized by intellectual integrity and personal trust in which students have the freedom to develop their intellectual and personal potential without undue or unfair restraint. The Honor System functions in conjunction with the Student Code of Conduct published in the *Student Handbook*. All students are expected to know and abide by these codes.

Honor Code

- I. Every student shall be honor bound:
 - A. to refrain from cheating, including plagiarism.
 - B. to refrain from stealing.
 - C. to refrain from lying.

II. Any student failing to abide by the Honor Code is subject to suspension or expulsion from the College.

Intercollegiate Athletics

Columbia College is an active member of the National Association of Intercollegiate Athletics (NAIA) and the Appalachian Athletic Conference. The College's athletic teams compete in basketball, soccer, softball, tennis, and volleyball. Scholarships are offered to qualified athletes. For more information about the athletics program, please contact the director of athletics at 803.786.3723.

Post Office

Columbia College maintains a post office in the Harrelson Student Service Center to handle United States mail and intra-campus communications. Each student is assigned a campus post office box through the Office of Student Affairs. Postage may be purchased from the Campus Post Office during normal business hours (Monday–Friday 10:30 a.m.-4:30 p.m.)

United Parcel Service (UPS) DHL and Federal Express delivers packages to the Campus Post Office daily (Monday – Friday except Holidays). Students receiving packages are sent notification via campus mail. The Campus Post Office does not process outgoing packages for UPS, DHL and FedEx. Students will be required to process their packages via the internet and then drop their packages off at the Campus Post Office for pickup.

C-Square Bookstore

The C-Square Bookstore, located in the Harrelson Student Service Center, provides new and used textbooks. The Bookstore also sells insignia clothing and gift items, school supplies, computer software, food and sundries, and greeting cards. Books are bought back every day at the current guide value and as much as half of the purchase price at certain times of the year, usually at the end of each semester. Normal business hours are Monday-Thursday, 9:00 a.m.-6:00 p.m., and Friday, 9 a.m.-5 p.m.

Use of Automobiles

Properly licensed and insured vehicles may be operated on campus only if they are registered with the Columbia College Police Department. All vehicles operating on campus must display a College decal, which can be obtained from the Columbia College Police Department, located at 4825 Burke Street, during regular office hours (Monday–Friday, 9 a.m.-5 p.m.) Vehicle use on campus is governed by the regulations provided by the Columbia College Administration and the Police Department. The regulations are distributed, posted and enforced by the Police Department. Columbia College does not assume liability for vehicles operated or parked on the campus.

General Academic Information

The academic procedures at Columbia College are designed to aid the student in fulfilling the requirements for graduation. Each student must meet these requirements in order to complete the degree program. It should be emphasized that the procedures are established to help the student secure the best education possible. The Academic Standards Committee hears student petitions for exception to the general academic policies listed in this *Bulletin*. The petition forms are available in the Office of the Registrar. Policies and requirements for the Evening Program and Graduate School are contained in separate publications. They can also be accessed through the College Web site at <http://www.columbiacollegesc.edu>.

Definition of Semester Hour

Basic Definition: The *semester hour*, or *credit hour*, is the basis for all credit at Columbia College. One semester hour of credit is the equivalent of a traditional course with face-to-face meeting time of at least one academic hour (fifty minutes) per week for a full semester (15 weeks) with the expectation of an average of at least two academic hours of homework or out-of-class work per week for the full semester.

Classes with a traditional mode of delivery: Thus, a traditional three-semester-hour course meets 2.5 clock hours per week with an expectation of an average of 5 clock hours per week of out-of-class work. The face-to-face meetings for the last week of a semester in the Women's College are replaced by a single extended class meeting time usually reserved for final examinations or projects.

Classes with a traditional mode of delivery meeting outside of the standard semesters: Classes during, for example, split-terms or summer sessions have the same amount of time devoted to face-to-face meetings as a full-semester class and meet the same objectives and outcomes as the comparable full-semester class.

Classes in the sciences and the arts: Science courses with laboratory components and arts courses with studio or applied components often have more face-to-face meeting time than would normally be the case for a course with the same number of semester hours. This increase in the instructional time may or may not result in a corresponding reduction in the expected out-of-class time, but in no case will the total expected time for the course be less than three academic hours per week for each semester hour of credit.

Service Learning classes: Since work on the service project in designated Service Learning courses is instructional in nature, those classes may replace up to one and one half academic hours of traditional face-to-face meeting time per week with at least two academic hours of on-site work at the service project per week. Additional time spent working or reflecting on the service project may be counted as part of the out-of-class work time for the class.

Hybrid and online classes: If a hybrid or online class is also taught as a traditional class, then the non-traditional version of the class will be deemed to have the same number of semester hours as the traditional version of the class provided both versions require roughly the same work from the student and achieve the same objectives and outcomes regardless of the amount of face-to-face meeting time scheduled for the non-traditional version of the course.

However, if there is no comparable traditional version of the class, the non-traditional course must include instructional time (which can be face-to-face meetings or online work) averaging at least one academic hour per week for a full semester (12.5 clock hours) for each semester hour of credit. There must also be the expectation for "homework" averaging two academic hours per week for a whole semester (25 clock hours) for each semester hour of credit. The syllabus for the course must specifically identify any work being counted towards the instructional time limit.

Internships: All of the work in an internship is both instructional and out-of-class in nature. Accordingly, internship students are expected to complete a minimum of 37.5 clock hours of work (three academic hours per week for a full semester) for each semester hour of credit. All internships must require a minimum of 30 on-site clock hours for each semester hour of credit. The remaining 7.5 clock hours per credit hour may consist of additional on-site time or off-site work consisting of one or more of the following: face-to-face meetings between student and instructor, preparation for on-site work, written assignments, or oral presentations. The internship form submitted for registration must include the total on-site hours required of the student and what time, if any, will be devoted to off-site work.

Independent studies and research or creative projects: As with internships, all of the work in these classes is both instructional and out-of-class in nature. Students in these classes are expected to complete 37.5 clock hours of work

(three academic hours per week for a full semester) for each semester hour of credit. Face-to-face meeting time with the instructor may be counted towards the total work for the class. The independent study form submitted for registration must indicate the expected amount of work for each component of the class.

Registration

Classification of Degree-Seeking Students

Degree-seeking students are classified on entrance and at the beginning of each semester according to the number of earned semester hours as indicated below. However, to advance in classification, a student must have a cumulative GPA of 2.00 or higher for courses attempted at Columbia College.

Classification	Minimum Semester Hours
First-Year	0
Sophomore	24
Junior	56
Senior	90

Priority for registration, certain course prerequisites and major requirements, and some Student Affairs and academic policies are based on a student's classification. Students seeking a second bachelor's degree are given a separate classification equivalent to a classification of "Senior" for the purposes listed above.

Student Credit Load

General Information: The semester hour is the basis for all credits. Full-time attendance is 12 semester hours. In a regular semester, the recommended credit load is 16 semester hours. Students should plan their semester schedules so that heavy course loads are unnecessary.

Maximum Credit Load: The maximum credit loads for each semester and summer session are given in the table below.

Semester or Session	Maximum Credit Load (semester hours)
Fall Semester (full-term and split term courses combined)	17
Spring Semester (full-term and split term courses combined)	17
Summer Term (all sessions combined)	17

Additional Restrictions on Credit Load:

- The maximum credit load for any term (fall, spring, or summer) for a student on Academic Probation is 13 semester hours.
- When determining a student's credit load for maximum load or overload purposes, the load is computed by adding together the hours taken at Columbia College and the hours taken as transient study during that term or session. When determining part-time or full-time status, only the hours taken at Columbia College are used.

Overloads: Student who have completed one full-time semester at Columbia College are permitted to take more than the maximum credit load during the fall or spring semesters under certain conditions as detailed below. All summer overloads, all students on Academic Probation, and all students and overloads not covered below must petition the Academic Standards Committee for permission to register for the overload.

Without Additional Permission: Students who fall into the categories in the table below will be able to register for the indicated overloads without additional permission.

Criterion	Maximum Overload	Total Hours
GPA of 2.50 or higher	1 hour	18
Graduating senior, GPA or 2.00 or higher	1 hour	18

Requiring Assistance from Registrar's Office: Students who fall into the categories in the table below will need to contact the Registrar's Office before registering for the indicated overload. The Registrar's Office will register the for courses up to these loads. Students wanting to take heavier loads need to petition the Academic Standards Committee for permission to take the overload.

Criterion	Maximum Overload	Total Hours
GPA of 3.00 or higher	4 hours	21
Graduating senior, GPA or 2.00 or higher	2	19

Requiring an Overload Form: Students who do not have the required minimum GPA for their proposed overload at the time of registration, but who realistically anticipate reaching the requirement when the current semester's grades are included, must complete an Overload Form before being granted permission to register for the overload.

Additional Fee for Overloads: All students registering for more than 18 semester hours will be charged an additional per-credit-hour fee for each semester hour beyond 18 (excluding music ensembles).

Registering for Too Many Hours: Students enrolled, for whatever reason, in more semester hours than permitted will be asked to go through Check-in at the beginning of a semester. When the add/drop period of the term or session ends, students still enrolled, for whatever reason, in more semester hours than permitted will have appropriate courses dropped from their schedules.

Advisor Roles and Responsibilities

Goal of Academic Advising

Please note that it is the responsibility of each student to monitor her academic progress and make sure that the requirements for graduation are fulfilled.

The goal of collegiate advising at Columbia College is to guide students in appropriate course selection, help students stay on track and serve as professional mentors through the undergraduate learning process. Advisors are also encouraged to use this time to help students plan more holistically for their futures in the careers they have selected. All incoming students at Columbia College are assigned a team of advisors, consisting of a **Faculty Advisor**, **Career Coach**, and a **Community Mentor**. Students are required to meet with all members of their advising team every semester, prior to early enrollment for the next semester

Advisor's Roles and Responsibilities

Role of a Faculty Advisor

Faculty advisors provide students information about course rotations, course requirements and appropriate sequencing of courses as well as providing general academic advice and support.

To that end, the **faculty advisor will:**

- (1) Be available to meet with each student each semester to review her academic progress.
- (2) Explain institutional policies and procedures, general education, major, and graduation requirements.
- (3) Help each student evaluate her academic progress realistically and suggest appropriate courses for the coming semester(s).
- (4) Be informed of academic requirements and prerequisites as well as course rotations that are specific to the program in which the student is majoring.
- (5) Help students to develop decision-making skills, self-evaluation skills, and a suitable career/educational plan.

Role of a Career Coach

Career Coaches at Columbia College are committed to assisting students in career and/or graduate school exploration to ensure they are professionally prepared to be a more productive, effective, and desired talent in the workforce and their communities. Activities center on a four-year comprehensive plan to provide a transformative and individualized experience for each student.

To that end, the **career coach will:**

- (1) Assess each student's career interests, strengths, weaknesses, likes, and dislikes in order to establish career/professional goals.
- (2) Track students' progress towards these goals over their four years.
- (3) Provide information about areas of study and corresponding career options so that students choose appropriate majors, minors, and concentrations.
- (4) Host and encourage students to take advantage of on/off campus career development workshops and opportunities.
- (5) Provide ongoing support to successfully implement the student's individualized career plan.

Role of a Columbia College Mentor

The mentor program is designed to aid our young women in fostering meaningful, real-world connections. It is our belief that young women need mentors and flourish when they have access to outside perspectives that come with their best interest in mind.

To that end, the **mentor will:**

- (1) Foster meaningful, consistent, professional and ethical relationships.
- (2) Help the student to learn more about varying career choice and work/life balance.
- (3) Guide the student's plans toward career preparation and/or advanced study goals.
- (4) Model appropriate professional dress and etiquette.
- (5) Share experiences with the student that may help to shape her educational/professional career.

Student's Roles and Responsibilities

Please note that it is the responsibility of each student to monitor her academic progress and make sure that the requirements for graduation are fulfilled.

Academic Advising Preparation

Students will

- (1) Arrange a meeting with her faculty advisor during advisement each semester according to the advisor's availability.
- (2) Complete the *Pre-Advising Session Worksheet* ([located on KC](#)) and come to the advising meeting with suggested classes based on the current course schedule.
- (3) Inform the advisor of schedule changes, course withdrawals, early alerts, and other unexpected events in her progress during the semester.
- (4) Complete the registration agreement and personal information (located on KC) prior to the advising appointment.
- (5) Complete registration for each semester during the allotted time for her classification.
- (6) Have no outstanding charges in the business office which will inhibit pre-registration or registration.
- (7) Meet all requirements for the anticipated degree as stated in the Academic Bulletin.
- (8) Coordinate requirements of various programs when seeking a minor(s) or a double major.

Career Advising Preparation

Students will:

- (1) Arrange a meeting with her Career Coach within the first few weeks of the semester.
- (2) Foster confidence to develop self-knowledge related to career choices.
- (3) Exhibit courage to seek out career and educational planning and information.
- (4) Show commitment to take responsibility for developing career decisions, employment, and/or graduate and professional school plans.
- (5) Build competence to manage their careers upon graduation.

Professional Advising/Preparation

Students will:

- (1) Plan to attend the Mentor/Mentee matching event in the fall semester and correspond with their mentor at least 4 more times before the end of the semester.
- (2) Strive to foster a meaningful, consistent, professional and ethical relationship.
- (3) Learn more about their mentor's position, company, and industry.
- (4) Allow their mentor to guide their plans toward career preparation and/or advanced study goals.
- (5) Receive feedback on ways to grow professionally.

College's Roles and Responsibilities

The college will:

- (1) Assign each student an academic advisor,
- (2) Provide an accurate listing of course requirements in a printed *Bulletin* (available for purchase in the bookstore).
- (3) Provide an accurate listing of course requirements for each major on the Web site,
- (4) Maintain an electronic program evaluation system for students and advisors to use as they monitor the student's progress toward graduation
- (5) Provide each senior student an update on progress toward graduation listing specific requirements that still must be completed.

Online Registration

The first step in registering for classes is a meeting with the academic advisor. Each student should set up an advisement conference according to the schedule published by the registrar's office. At this conference, a suggested list of courses will be discussed in addition to any recommendations for improved performance.

Registration is normally accomplished through an online connection to the College registration system. Students can make changes to their schedule until the last day of add/drop, typically two days after the first day of classes.

Clearance to Register

To be cleared to register for classes for any semester, a student must have no outstanding charges in the financial services office. Occasionally students will find that their ability to register has been blocked due to a problem with academic standing or health services issues. In these cases, the student should check with her advisor, the registrar's office, or the Provost to determine the nature of the block and how to get it removed.

Course Withdrawals

Following the add/drop period, students may withdraw from courses by completing a Withdrawal Petition, which is available in the Office of the Registrar. A grade of "WP" will be given for courses that are officially dropped before mid-semester as well as for courses dropped after mid-semester because of medical reasons and family emergencies or by the judgment of the Provost. If a student withdraws after mid-semester for reasons other than those stated, a grade of "W" or "WD" will be recorded. Failure to withdraw officially from a course may result in a final grade of "F" or "U."

Refunds are not applicable for course withdrawals at any time during the semester following the add/drop period.

Withdrawal from College

Students who find it necessary to discontinue their college work during a session must complete a Withdrawal Petition, available in the Office of the Registrar, before the beginning of final exams. After obtaining the designated signatures, the student must return the form to the Provost. Failure to follow this procedure may result in the final grade of "F" or "U" for all courses taken that session and may delay the processing of any future application for readmission to the College.

The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory and those who, for any other reason, are regarded as not in accord with the ideals and standards that the College seeks to maintain.

For information regarding refunds related to withdrawals, refer to the Financial Information section.

Leave of Absence Policy

The purpose of a leave of absence is to allow a student a break in her/his studies for a limited time without having to withdraw from the College and apply for readmission. Any degree-seeking student in good academic standing may apply for a leave of absence. A leave of absence may be granted for one semester or two consecutive semesters. However, a student

who is called to active military service is eligible for a leave of absence for the length of their military service plus up to one year after their return from active duty. Students in off-campus Associate's-to-Bachelor's degree programs may need to change locations after returning from a leave of absence.

In the semester prior to the student's return to Columbia College, the student should contact her/his advisor in order to register for the next semester and to notify the Office of the Provost of her/his intent to return as a student. A student who does not return at the end of the stated period will be considered to have withdrawn from the College. She/he must apply for readmission before she/he can return and will be subject to the *Bulletin* and College requirements in effect at the time of readmission.

Students studying abroad through Columbia College's exchange and affiliate programs are not considered to be on a leave of absence. Students enrolled in study abroad sponsored by other institutions and organizations need to apply for a Leave of Absence.

If academic credit is attempted during a leave of absence, a student must complete a Transient Student Form and submit an official transcript to the College prior to her/his return. The credit will be subject to College's Transient Study Policy.

Any student wishing to apply for a leave of absence should

- (1) secure and complete a Leave of Absence Request from the Office of the Provost,
- (2) make an appointment with her/his academic advisor to discuss her/his plans and secure the advisor's signature,
- (3) make an appointment with her/his financial aid counselor to discuss the financial aid implications and secure the counselor's signature, and
- (4) send the completed and signed form to the Office of the Provost, where it will be approved or denied.

This process should be completed by the end of the semester prior to the semester or semesters for which the leave is requested. Except under the most unusual circumstances, no requests for a leave of absence during a semester will be considered after classes for that semester have begun. An approved one-semester leave of absence may be extended to a two-semester leave of absence. A written request for the extension must be submitted before the beginning of the second semester.

General Education Courses

General Education courses usually take precedence over elective courses in the schedule of work for a semester. General Education courses may satisfy simultaneously both General Education and minor requirements. General Education courses may not satisfy simultaneously both General Education and major requirements, except those specifically noted for the Bachelor of Music and Bachelor of Fine Arts degrees. No course may be used to satisfy two or more general education requirements. Each division head is empowered to make decisions regarding exceptions to general education requirements within the division head's curricular jurisdiction.

Co-Enrollment in the Evening College

Any student in the Women's College may apply to co-enroll in one course per semester in the Evening College. Enrollment in additional Evening College courses is possible if the Women's College student meets the Evening College admissions standards.

Applications to co-enroll during a semester may be submitted to the Registrar's Office at any time after the student is allowed to register for that semester. Applications are processed in the order in which they are received. However, they will be processed beginning on the first day that new students are allowed to register for that semester. Students will only be co-enrolled in courses in which there are seats available and for which they satisfy all prerequisites.

Specialized Credit Issues

Advanced Placement Options

Columbia College recognizes the concept of "course equivalency." This concept permits the College to certify the educational value of private study and other out-of-class experiences and, following appropriate evaluation by the College, enables the student to receive academic credit towards a degree. Grades and quality points are not assigned to credits awarded by examination

The College Board's Advanced Placement Program (AP)

Columbia College awards credit to students who have passed certain AP examinations at an acceptable level. These tests must be taken prior to enrollment. Divisions reserve the right to verify test results. The following table outlines credit acceptance. Credit may be awarded for other examinations not listed below.

AP Examination	Score	CC Course Equivalent	Semester Hours Awarded
Art History	3-5	Art 205	3
Biology	3	Biology 110	4
	4-5	Biology 110 and 225	8
Calculus AB	3	Mathematics 107	3
	4-5	Mathematics 160	3
Calculus BC	3	Mathematics 160 and 165	6
	4-5	Mathematics 160, 165, and 260	9
Chemistry	3	Chemistry 100	4
	4	Chemistry 121	4
	5	Chemistry 121 and 122	8
Chinese Language and Culture	4-5	General Education Modern Language Requirement	6
Computer Science A	3-5	Computer and Information Science 211	3
Computer Science B	3-5	Computer and Information Science 211 and 212	6
English Language and Composition	3-5	English 101	3
English Literature and Composition	3-5	English 102	3
Environmental Science	3-5	Physical Science Credit	4
European History	3-5	History 103 and History Credit	6
French Language	3	French 121	3
	4	French 121 and 122	6
	5	French 221 and 222	6
German Language and Culture	4-5	General Education Modern Language Requirement	6
Human Geography	3-5	Geography 164	3
Italian Language and Culture	4-5	General Education Modern Language Requirement	6
Japanese Language and Culture	4-5	General Education Modern Language Requirement	6
Macroeconomics	3-5	Economics 201	3
Microeconomics	3-5	Economics 202	3
Music Theory	3-5	Music 101 and 102	6
Physics B	3	Physics 221	4
	4-5	Physics 221 and 222	8
Physics C: Electricity and Magnetism	3-5	Physics 222	4
Physics C: Mechanics	3-5	Physics 221	4
Psychology	3-5	Psychology 102	3
Spanish Language	3	Spanish 121	3
	4	Spanish 122 and 221	6
	5	Spanish 222 and 250	6
Spanish Literature	3	Spanish 122	3
	4	Spanish 221 and 222	6
	5	Spanish 250 and 300-level class	6
Statistics	3-5	Mathematics 140	3
Studio Art: 2D Design	3	Art Credit	3
	4-5	Art 151	3
Studio Art: 3D Design	3	Art Credit	3
	4-5	Art 152	3
Studio Art: Drawing	3	Art Credit	3
	4-5	Art 109	3
United States Government and Politics	3-5	Political Science 101	3
United States History	3-5	History 207 and 208	6

World History	3-5	History 102 and 103	6
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The College Board's College Level Examination Program (CLEP)

Columbia College awards credit to students who have passed certain CLEP Examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the College. In most cases, the optional essay is also required. Divisions reserve the right to verify test results. The following table outlines credit acceptance. Credit may be awarded for examinations not listed below.

CLEP Examination	Required Score	CC Course Equivalent	Semester Hours Awarded
American Government	50	Political Science 101	3
American Literature	50	English 240	3
Analyzing and Interpreting Literature	50	English 102	3
Biology	50	Biology 100	4
Calculus	50	Mathematics 107	3
	65	Mathematics 160	3
Chemistry	50	Chemistry 121	4
College Algebra	50	Mathematics 104	3
College Mathematics	50	Mathematics 120	3
English Composition with Essay	50	English 101	3
English Composition without Essay	50	English 101	3
English Literature	50	English 210	3
Financial Accounting	50	Business 261	3
French Level I	50	French 121 and 122	6
French Level II	59	French 221 and 222	6
German Level I	50	General Education Modern Language requirement	6
German Level II	63	General Education Modern Language requirement	6
History of the United States I	50	History 207	3
History of the United States II	50	History 208	3
Human Growth and Development	50	Education 203 or Psychology 301	3
Humanities	50	Elective Credit	3
Information Systems and Computer Applications	50	Computer and Information Science 100	3
Intro Business Law	50	Business 301	3
Intro Educational Psychology	50	Education 253	3
Intro Psychology	50	Psychology 102	3
Intro Sociology	50	Sociology 151	3
Natural Sciences	50	Physical Science Credit	4
Precalculus	50	Mathematics 104	3
	65	Mathematics 104 and 106	5
Principles of Macroeconomics	50	Economics 201	3
Principles of Microeconomics	50	Economics 202	3
Principles of Management	50	Business 302	3
Principles of Marketing	50	Business 303	3
Social Sciences and History	50	Elective Credit	3
Spanish Level I	50	Spanish 121 and 122	6
Spanish Level II	63	Spanish 221 and 222	6
Western Civilization I	50	History Credit	3
Western Civilization II	50	History 103	3

The International Baccalaureate Program (IB)

Columbia College awards credit to students who have taken college-level courses in secondary school through the International Baccalaureate Program. Students who have achieved an acceptable score on higher-level IB examinations and some standard-level examinations will be awarded credit. These examinations must be taken prior to enrollments. Divisions reserved the right to verify examination results. The following table outlines credit acceptance. Credit may be awarded for examinations not listed below.

IB Course	IB Score	CC Course Equivalent	Semester Hours Awarded
Language A: Literature (HL)	4-7	English 102	3
Language A: Language and Literature (HL)	4-7	English 101 and 102	6
Language B: French (HL)	4-5	French 122 and 221	6
	6-7	French 221 and 222	6
Language B: Spanish (HL)	4-5	Spanish 122 and 221	6
	6-7	Spanish 122, 221, and 222	9
Language B: Other (HL)	4-7	General Education Modern Language Requirement	6
Business and Management (HL)	4-7	Business 302 and 303	6
Economics(HL)	4-7	Economics 201 and 202	6
Geography (HL)	4-7	Geography 164	3
Global Politics (HL)	4-7	Political Science 200	3
History or World History (HL)	4-7	History 103 and History Credit*	6
Philosophy (HL)	4-7	Philosophy 154 or 211	3
Psychology (HL)	4-7	Psychology 102	3
Social and Cultural Anthropology (HL)	4-7	Anthropology 131	3
Biology (HL)	4-5	Biology 110	4
	6-7	Biology 110 and 225	8
Chemistry (HL)	4-5	Chemistry 121	4
	6-7	Chemistry 121 and 122	8
Physics (HL)	4-5	Physics 221	4
	6-7	Physics 221 and 222	8
Mathematics (HL)	5	Mathematics 160	3
	6	Mathematics 160 and 165	6
	7	Mathematics 160, 165 and 260	9
Computer Science (HL)	4-7	Computer and Information Science 110 and 111	6
Dance (HL)	4-7	Dance 105	3
Music (HL)	4-7	Music 101 and 102	6
Theatre (HL)	4-7	Theatre 105	3
Visual Arts A (HL)	4-7	Art Credit **	4
Visual Arts B (HL)	4-7	Art Credit **	4
Language and Performance (SL)	4-7	Theatre 105	3
World Cultures (SL)	4-7	Anthropology Credit	3
World Religions (SL)	4-7	Religion 127	3
Visual Arts A (SL)	4-7	Art Credit **	3
Visual Arts B (SL)	4-7	Art Credit **	3

* Credit for specific courses may be awarded based on which history examination options the student chose.

** Credit for specific courses may be awarded based on a review of the student's portfolio.

Other Credit Options

Credit may also be awarded by individual divisions through other standardized nationally-administered tests, such as the SAT Subject Tests, or by divisional examination. Credit earned in these ways must have a Columbia College course

equivalent. The maximum credit a student may earn through divisional examinations is 15 semester hours. Contact specific divisions for more information.

Placement in Modern Languages and Mathematics

A student's placement in a subject will determine the courses she or he will be eligible to register for in that subject. Additional coursework may be required.

Modern Languages:

All students are required to take a placement test in either French or Spanish, whether or not they have previously studied either language. Directions for completing the placement test will be sent to first-year and transfer students as part of their orientation packets. Two groups of students are exempted from the placement test requirement: (1) Students with college credit for a modern spoken language from another accredited institution (earned through dual enrollment or transfer credits) and (2) students who have taken AP, IB or CLEP exams and earned designated scores (see chart under "Specialized Credit Issues" in this Bulletin).

Mathematics:

- (1) Students planning to major in mathematics, the sciences, business, computer and information science or to pursue a Bachelor of Science degree must take the calculus readiness test for appropriate placement.
- (2) Students who do not fall under category 1 and have an SAT math score of 450 or lower or an ACT math score of 18 or lower will be placed in Math 100.
- (3) Students who do not fall under category 1 and who do not have Math SAT or ACT scores must take the math placement test for appropriate placement.
- (4) Students who do not fall under categories 1, 2, or 3 may take a math class that is appropriate to their major, provided the prerequisites are satisfied.

Specialized Credit/Courses/Programs

Audited Courses

Students cannot receive credit for a course that has been audited unless the course is repeated for credit at a later time. The number of audit hours is not counted in the student's regular course load. Students must satisfy the instructor's attendance policy for an audit.

Pass/Fail Credits

Students may elect a limited number of courses on a pass/fail basis. A grade of pass will count toward graduation but will carry no grade points and will not be counted in the grade point average (GPA). It may be elected subject to the following criteria:

1. No courses may be elected on a pass/fail basis which are required as part of the General Education requirements, for certification, or as part of the major or minor. A grade of pass/fail will be mandatory for comprehensive examinations and all courses with course numbers ending in "70," and in all one-semester-hour Physical Education Activity (PEA) courses.
2. No more than 18 credit hours may be elected on a pass/fail basis. No more than one course may be taken on a pass/fail option in any one semester. These restrictions do not apply to courses that are mandatory pass/fail.
3. A student electing the pass/fail option must be enrolled full-time at the College for the semester the option is taken and must not be on academic probation.
4. A course taken on a pass/fail basis may not be taken again for a grade (nor may the pass grade be changed to a letter grade), and no course previously failed may be taken again on a pass/fail basis. (An exception may be made to this requirement only if a student decides to change her major or minor to the field in which the pass/fail option was used, and then only with the approval of the instructor of that course and the Provost.)
5. A student who elects a pass/fail option must do so at registration by completing a Pass/fail Petition, and no change may be made after the add/drop period.
6. A pass grade shall reflect a level of achievement equal to the work of other students in the same class who receive a grade of "C" or better.

Independent Study

In order to fulfill their intellectual potential, Columbia College believes students should have substantial opportunity to work independently on projects initiated and designed by them.

These projects consist of individual work under faculty supervision or guidance as specified.

1. The Application for Independent Study must be approved by the advisor, instructor, division head and Provost prior to the close of registration. Forms are available in the Office of the Registrar.
2. Credit for independent study is available to qualified students of all classifications.
3. Credit restrictions: No more than 15 semester hours may be earned through independent study.
4. Regular course offerings should not be taken independently.
5. A student will not be permitted to pursue more than two independent study projects during a semester and may earn a maximum of six semester hours credit by independent study during one semester.
6. Independent study courses count as a part of the student's credit load.
7. Students for whom an Independent Study form has not been received by the close of late registration will be dropped from the appropriate course.

Internships for Academic Credit

At Columbia College, the internship is a structured, supervised, credit-bearing educational experience which involves, at some level, practical application component outside the Columbia College classroom. Many academic programs offer an internship opportunity to connect the often theoretical, traditional classroom and the workplace. These internship experiences take many forms; therefore, the student should consult with her advisor, Career Services, the relevant program coordinator, and the potential faculty supervisor as soon as possible.

Specific steps students need to take in order to register for an internship for academic credit:

- Discuss the internship with the potential faculty supervisor to develop student learning outcomes, methods for reflecting on those outcomes, and to plan and secure placement.
- Fill out the Internship Form for the program area of the desired internship during advisement. The completed form is submitted to the Director of Career Services as soon as the site and site supervisor have been confirmed.
- Placement should be secured and the Internship Form submitted prior to the beginning of the semester of the internship.
- All internships require "Consent of the Instructor" as a prerequisite for registration. The faculty supervisor will notify the Registrar's Office when a student has completed the Internship Form and may then be registered for the course.
- Certain internships in some programs have additional prerequisites. These prerequisites are published in the Course Descriptions below. Students should check with their advisors that they meet these additional prerequisites before moving forward with the process.

Additional policies concerning internships for academic credit:

- Internships have course numbers ending in 70; one or two letters may follow the 70.
- Internships require a minimum of 30 hours of on-site work for each semester hour of credit.
- On-site hours performed prior to completing the Internship Form and registering for the course cannot be counted towards the hours needed for academic credit.
- Students must reflect on how the student learning outcomes are being achieved during the internship period.
- Internships are graded on a pass/fail basis.

Foreign Study

To encourage students to broaden their cultural backgrounds, Columbia College offers a number of opportunities for foreign study. Under the supervision of the Columbia College faculty, foreign study courses are offered in such areas as art, English, history, music and Romance languages.

Columbia College also has cooperative programs with other colleges throughout the United States and in several foreign countries, making it possible for students to spend a semester or a full academic year studying abroad.

Washington Semester

The College offers a semester of study each fall in Washington, D.C., for qualified students. The semester includes coursework and seminars on women in politics, along with custom-designed internships in students' areas of interest.

Reserve Officers' Training Corps (ROTC)

Columbia College students are eligible for voluntary participation in ROTC programs leading to commissions in the U.S. Army upon graduation. Two- and four-year programs are currently offered through an agreement at the University of South Carolina.

Columbia College students enjoy all the benefits accorded ROTC students at the host institution. Scholarships, available to qualified students, include monthly subsistence allowances, full tuition, and books. Students receive a maximum of nine semester hours for ROTC courses, which are counted as electives toward graduation. Students assume responsibility for inter-campus transportation.

Further information about the ROTC program is available through the Columbia College Office of Admissions and the University of South Carolina Army ROTC Office.

Transient Study

In order for a student to receive credit for work done at another institution, the Provost must approve in advance the institution selected and the courses to be taken. Applications for permission to take work at another institution should be presented to the Provost prior to enrolling in the course(s). The necessary forms are available in the Office of the Registrar.

When determining a student's credit load for maximum load or overload purposes, the load is computed by adding together the hours taken at Columbia College and the hours taken as transient study during that term or session. When determining part-time or full-time status, only the hours taken at Columbia College are used. For more details on maximum credit load and overloads, please see Student Credit Load on pages 23 and 24.

Work done at approved schools other than Columbia College will be accepted at Columbia College not to exceed a total of 15 semester hours except for those students participating in the Study Abroad Programs, the National Collegiate Honors Council (NCHC) program approved by Columbia College, or the Paralegal Certification program at Midlands Technical College. Upon completion of this work, the student is responsible for having transcripts sent to the Office of the Registrar. If a student takes transient work during her last semester before graduation, she must ensure that she will finish transient course(s) and that the formal transcript of transient credit will be sent to Columbia College prior to Columbia College's deadline for submission of senior grades.

No credit from another institution will be granted for a transient course unless a grade of "C" or above has been attained. Although credit hours earned elsewhere count toward graduation, these credits are not used in the calculation of the GPA. No courses taken at other institutions may apply toward the major or minor without prior approval by the division head.

If credit is earned at another institution for a course previously graded as "Incomplete," "Failed," or "Withdrawn" at Columbia College, the appropriate Division may require that the student pass an examination at Columbia College, regardless of the grade attained in the other school's course. No adjustment of the failing grade in the Columbia College course will be made.

Credit Restriction Policies

Courses in the Major and Minor

A student is expected to take her major and minor courses at Columbia College. After entering Columbia College, any major and minor courses taken at other institutions (whether prior to or after the declaration of major or minor) will not be accepted without written approval of the program coordinator for the major or minor. A student must take at least 12 semester hours in her major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis. A student must take at least one-half of the hours in her minor at Columbia College. When a student is pursuing more than one major, there must be at least 15 hours counting toward each major that are not also counted towards the other major(s). No more than one-half of the credit hours for a minor may also be counted toward a major. General Education courses may satisfy simultaneously both General Education and minor requirements, but may not simultaneously satisfy both General Education and major program requirements.

Required semester-hour ranges for various Columbia College programs are specified below:

Program	Maximum	Minimum
Major (B.A. degree – not certifying to teach)	48	33
Major (B.S. degree – not certifying to teach)	47	36
Minor	20	15

Teacher Certification Program	Minimum No. of Required S.H. in Specialization Program	Minimum No. of Required S.H. in Professional Education
Dance Education	43	27
Early Childhood Education		73 (combined)
Elementary Education		63 (combined)
English	36	42
Mathematics	33 – 36	39
Middle-Level Education	62 – 66	17
Special Education		69 (combined)

Other Course Restrictions

Dance

No more than four semester hours credit from Diversity in Dance courses may count towards graduation requirements.

Physical Education Activities

A limit of six semester hours in PEA courses may count towards graduation requirements with a limit of one course per semester. Additional courses may be taken and will appear on transcripts but will not be counted towards the 127 hours needed for graduation.

Transfer Credit

Columbia College’s transfer credit policies are intended to facilitate the transfer of credit from other institutions while also ensuring the quality of courses being transferred as well as their comparability with Columbia College courses and their relevance to the mission and programs of Columbia College.

To further ease the transfer process, Columbia College has established a bridge program with Midlands Technical College.

Eligible Credit

In order to ensure the quality of the transfer credit, only courses taken at a regionally accredited post-secondary institution in which the student earned a grade of “C” or better will be evaluated for transfer credit. Courses taken on a pass/fail basis will be evaluated for credit if the student earned a passing grade and the passing grade is equivalent to earning a grade of “C” or better. Audited courses and courses taken for no credit will not be evaluated. All courses meeting the criteria above, regardless of their mode of delivery (on-line, blended, or traditional), will be evaluated for transfer credit. In addition, the mode of delivery of a course does not affect the results of its evaluation. However, only courses taken at or as part of a study abroad program through the institution issuing a transcript will be evaluated for credit.

Transcripts from the Army/American Council on Education Registry Transcripts System (AARTS) will be evaluated for potential transfer credit. Credit may also be awarded on the bases of scores from AP, CLEP, IB, and other standardized examinations as well as departmental examinations (see pages 27 - 31).

Evaluation of Credit

Potential transfer credit is evaluated on the basis of level, content, comparability, and relevance. Transfer credit will not be awarded for developmental courses, courses below the lowest-level Columbia College course in a subject, or for courses not relevant to a liberal arts program. Most other transfer courses, subject to the limitations below, will be awarded credit. Transfer courses may be deemed equivalent to Columbia College courses. Depending on the level, content, and relevance of the course, non-equivalent transfer credit may satisfy requirements for a major or minor, may satisfy general education requirements, or may only count as an elective. Evaluation of transfer credit is done by the Registrar’s Office although the decisions about the acceptability of transfer credit are made by the appropriate division heads.

Limitations of Credit

Columbia College has the following limitations on transfer credit.

- A student may transfer a total of at most 72 semester hours from junior colleges, technical colleges, or two-year institutions.
- General education or elective credit will be awarded for science courses more than 10 years old. However, those courses may not be used to satisfy a major or minor requirement in the sciences. A transferred science course without an associated laboratory component will only be eligible for elective credit unless the laboratory component is completed within five years of the completion of the original course.
- Credit is not awarded for computer courses more than 8 years old.
- Only non-equivalent elective credit is awarded for business or economics courses more than 10 years old.
- Only non-equivalent elective credit is awarded for education courses more than 10 years old.
- Business courses from junior colleges, technical colleges, or two-year institutions equivalent to a Columbia College business course numbered 300 or higher may not be used to satisfy any requirement for a major in business or a minor in management or marketing.
- A maximum total of 6 hours of physical education activity courses (either taken at Columbia College or transferred in) may count towards the 127 hours needed for graduation.
- At most 3 hours of non-equivalent elective credit will be awarded for one "Introduction to College" seminar; additional seminars will not be awarded credit.
- Non-equivalent elective credit may be awarded for internships or field experiences.
- Transfer credit is not awarded for courses taken the semester following a student's academic exclusion from Columbia College.

Other Policies Relevant to Transfer Students

- Students must take 33 semester hours of Columbia College coursework before graduation.
- Students must take at least 12 semester hours of major coursework at Columbia College before graduation. Courses taken on a pass/fail basis do not count towards these 12 hours.
- Students must take at least half of the hours in a minor at Columbia College in order to graduate with the minor.
- Students must have 64 hours of letter-graded coursework at Columbia College and a sufficiently high cumulative GPA to be eligible for graduation honors.

Second Bachelor's Degree

Columbia College may confer a second bachelor's degree upon current students wishing to pursue two different degrees concurrently; Columbia College alumnae wishing to pursue a second degree of the same type or of a different type; and students who have a bachelor's degree from a regionally accredited four-year college who wish to pursue a second degree of the same type or of a different type. The two degrees must be in different majors. The following requirements pertain to students from the categories identified above:

- Students wishing to pursue a second degree or two degrees concurrently must: (1) consult with an advisor in each major for which a degree is sought; (2) submit a Dual Degree Form to the Office of the Registrar; (3) adhere to the requirements of the *Columbia College Bulletin* under which the student is accepted for the second degree; (4) meet all Columbia College requirements for the major, including any specified general education courses; (5) contact the Columbia College Division of Education if the second degree involves teacher certification to determine additional courses which may be required; and (6) complete a minimum of 33 semester hours at Columbia College beyond those required for the first degree.
- Requirements regarding grades, residence, proficiency, and application for degree as stated on page 40 must also be met.
- The student must earn at Columbia College a minimum of 25 percent of all courses required by the degree at Columbia College. This requirement means that at least 33 semester hours of coursework must be taken at Columbia College.
- A student must take at least 12 semester hours in her major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis.

Concurrent Bachelor Degrees

Students may pursue two different degree types in different majors at Columbia College concurrently. All requirements for each major and degree must be met in order to graduate with both degrees. If the student graduates with both degrees at the same time, then she need only complete a total of 127 hours just as if she were a double major with a

single degree. However, if she graduates with one degree prior to the other one, then she will be considered as pursuing a second degree and subject to the rules above with two exceptions: one, she may continue to use the degree requirements in the Bulletin she used for the first degree provided continuous enrollment is maintained and two, the additional 33 hours will be required (to make a total of 160) although they may include courses taken prior to the first graduation.

Grading Policies

Grading System

"A"	Excellent	The quality of a student's performance is significantly above the requirements of the course.	4 grade points per semester hour
"B+"	Very Good	The quality of a student's performance reflects a high degree of achievement on a consistent basis in meeting the requirements of the course.	3.5 grade points per semester hour
"B"	Good	The quality of a student's performance reflects a high degree of achievement in meeting the requirements of the course.	3 grade points per semester hour
"C+"	Above Average	The quality of a student's performance reflects an average level of achievement on a consistent basis in meeting the requirements of the course.	2.5 grade points per semester hour
"C"	Average	The quality of a student's performance reflects an average level of achievement in meeting the requirements of the course.	2 grade points per semester hour
"D"	Minimal	The quality of a student's performance reflects a minimal level of achievement in meeting the requirements of the course.	1 grade point per semester hour
"F"	Failure	The quality of a student's performance fails to meet the requirements of the course and reflects inferior work.	0 grade points per semester hour
"U"	Unsatisfactory	Unsuccessful work in a pass/fail course.	No grade points given; hours do not count in the GPA.
"FA"	Failure	Failed because of excessive absences.	
"UA"	Unsatisfactory	Unsatisfactory work due to absences in a pass/fail course.	No grade points given; hours do not count in the GPA.
"S"	Satisfactory	In a course taken pass/fail, the quality of a student's work meets or exceeds the level of work which would normally receive the grade of "C."	No grade points given; hours do not count in the GPA.
"I"	Incomplete	Grade determined in a contractual agreement between the student, professor, and the division head before the end of the semester. Approval by the division head must be indicated on the final grade sheet. Otherwise a grade of "F" will be recorded for the course. The hours and zero (0) grade points are counted in the computation of the GPA. A student has one regular semester to complete the coursework. An extension of one additional semester can be granted with approval in writing by the professor and the division head. The student must file this extension with the Registrar prior to the end of the original deadline for the removal of the incomplete. If the incomplete is not removed by the agreed upon deadline, the "I" will become an "F."	0 grade points per semester hour
"INC"	Incomplete	Grade determined in a contractual agreement between the student, professor, and the division head before the end of the semester. Approval by the division head must be indicated on the final grade sheet. Otherwise, a grade of "U" will be recorded. A student has one regular semester to complete the coursework. An extension of one additional semester can be granted with approval in writing by the professor and the division head. The student must file this extension with the Registrar prior to the end of the original deadline for the removal of the incomplete. If the incomplete is not removed by the agreed upon deadline, the "I" will become an "U."	No grade points given; hours do not count in the GPA.
"W"	Withdrawn	A student has withdrawn from the course after the mid-semester. Hours count in the GPA.	0 grade points per semester hour
"WD"	Withdrawn	A student has withdrawn from the course after the mid-semester in a pass/fail course. Hours do not count in the GPA.	No grade points given; hours do not count in the GPA.
"WP"	Withdrawn Without Academic Penalty	A student has withdrawn officially from a class at any time after the add/drop period and before mid-semester. If a student withdraws officially after mid-semester for medical reasons, for family emergency or by the judgment of the Provost, a grade of "WP" may be given.	No grade points given; hours do not count in the GPA.
"NC"	No credit	Assigned to audited courses.	No grade points given; hours do not count in the GPA.
"NG"	No grade	No grade reported by the instructor.	No grade points given; hours do not count in the GPA.

Grade Point Average (GPA)

In addition to individual course grades, the quality of a student's work is indicated by her grade point average (GPA). Numerical values called grade points are assigned to each letter grade as indicated in the grading system. The grade

points earned in a course are computed by multiplying the appropriate grade point value by the number of semester hours credit assigned to the course. The GPA is obtained by dividing grade points earned by semester hours attempted. Credit earned at other institutions and courses taken on a pass/fail basis are not used in calculating the GPA.

Final Work for a Degree

If a student takes transient work during her last semester before graduation, she must ensure that she will finish transient course(s) and that the formal transcript of transient credit will be sent to Columbia College prior to the College's deadline for submission of senior grades.

End of Semester Block Schedule

During the final week of the semester, each course meets once for a two-hour period as determined by the Block Schedule. Each instructor determines the type of evaluation to be used.

Policy on Disclosure of Grades

Grades will not be disclosed or posted in any way that would allow another person to identify an individual student's grade.

Academic Standing

A student's record is reviewed after each term (fall, spring, and summer) in order to determine her or his academic standing. To be in good academic standing, a student must be academically eligible to enroll in the subsequent term.

Repeated Courses

Courses may be taken to improve academic standing. The highest grade earned on a repeated course will determine the number of grade points to be used in calculating the cumulative GPA. Repeated courses are included in the semester hour load and are subject to the usual fee assessment.

The course descriptions for some courses include a note that the course may be taken multiple times for credit. For those courses, and those courses only, a student may earn credit for taking the course multiple times. The hours and grades earned for all of the times the course is taken, subject to any limitations included in the course description, are used to determine the student's cumulative hours earned and cumulative GPA. However, if a student receives a grade of "D", "W," "WD," "F," "FA," "U," or "UA" in such a course, the student will be assumed to be repeating the course to improve academic standing as in the previous paragraph when she next takes the course. In the case of a grade of "D", the student may, in writing, inform the Registrar's Office that she is taking the course for additional credit and not repeating it for improvement.

If a student receives a failing grade ("W," "WD," "F," "FA," "U," or "UA") three times in the same course at Columbia College, the student may not repeat the course at Columbia College, and one grade of "F" will be used to compute the cumulative GPA.

If credit is earned at another institution for a course previously graded as "Incomplete," "Failed," or "Withdrawn" at Columbia College, the appropriate Division may require that the student pass an examination at Columbia College, regardless of the grade attained in the other school's course. No grade adjustment will be made.

Academic Probation

When the cumulative GPA falls below 2.00, the student is placed on academic probation and is permitted to register for a maximum course load of 13 semester hours.

Exclusion

A student whose first semester is a fall semester and who is placed on academic probation at the end of her first semester at Columbia College will be excluded if her cumulative GPA is less than 2.00 after her second semester. Any other student who is placed on academic probation will be excluded if she remains on academic probation for two consecutive semesters and if her cumulative GPA is still less than 2.00. If a student is subject to exclusion at the end of the spring semester, she will be allowed to attend the summer sessions to attempt to improve her GPA.

Readmission of Excluded Students

A student who is excluded for academic difficulties is eligible to apply for readmission after one semester. Readmission is permitted at the discretion of the Admissions Committee. The excluded student, upon application for readmission, is in competition for space with other applicants at that time.

Once readmitted, the student will be placed on academic probation with a maximum course load of 13 semester hours. She will once again be excluded for academic reasons if her cumulative GPA remains less than 2.00 after two consecutive semesters, and will only be eligible for readmission through the Academic Renewal Policy.

If a student is excluded from Columbia College for academic reasons, and if another institution permits that student to earn credit during the semester following her exclusion, then Columbia College will not accept such credit by transfer should the student subsequently be readmitted to Columbia College.

Academic Renewal Policy

A student whose cumulative grade point average is below 2.00 who applies for readmission to Columbia College after an absence of at least three calendar years from Columbia College may apply for academic renewal. Under academic renewal, a student will receive credit toward graduation for grades of "C" or above on courses previously taken at Columbia College but will not receive any quality points.

The following provisions apply to the academic renewal policy:

1. A student must accept or reject academic renewal upon readmission.
2. A student will be granted academic renewal one time only.
3. A student who has twice been excluded for academic reasons will be eligible for academic renewal.
4. A student admitted under academic renewal will be considered in good academic standing. In addition, failing grades received in a course taken at Columbia College before academic renewal will not be considered in determining whether the student may repeat a course.
5. Any academic credit earned at another regionally accredited institution will be evaluated according to current College transfer policy.
6. Following readmission under the academic renewal policy, a student must complete a minimum of 25 percent of all courses required by the degree at Columbia College, including 12 semester hours in her major. This requirement means that at least 33 semester hours of coursework must be taken at Columbia College.
7. A student who accepts academic renewal and who subsequently completes at least 64 hours of graded (not pass/fail) coursework will be eligible to graduate with honors from Columbia College in accordance with appropriate GPA honors requirements.
8. The student's permanent academic record will remain an unmodified record of all work attempted at Columbia College. The record will contain a statement that the student has been granted academic renewal by Columbia College.

Grade Reports

At the close of each semester, final reports of courses attempted and grades are released to students. Mid-semester grades are regarded as progress reports. They are not used as a basis for administrative actions such as academic probation or student activity disqualification, but they are the basis of extra advisory action. All grades are available to students on Koala Connection.

Grade Changes

The instructor, the division head, and the Provost must approve all grade changes. Grade changes made after the end of the regular semester following the original grading period must also be approved by the Academic Standards Committee. Additional coursework done after the conclusion of the semester cannot affect the final grade in a course.

Class Absence

The policy for class attendance for all students is to be established by each instructor in his or her own class. That policy should be consistent with the attainment of educational objectives and the development of the student's personal maturity. A written statement of this policy shall be given to students at the first class session and a copy shall be filed with the Provost.

Absences will be excused at the discretion of the individual professor. If students have to miss class because of participation in a varsity athletic game or other official college business, faculty will give them the opportunity to turn in

work in advance or make up work missed if at all possible. A student whose absences exceed the number allowed by the instructor's policy shall receive the grade of "FA" for that course.

Students who desire exceptions to a professor's attendance policy should appeal to the division head no later than mid-semester following the semester in which the class was taken. If the professor is the division head, the appeal should be made to the Provost. In case of extreme hardship, the Provost or the President of the College has the authority to make an immediate decision on an appeal.

Academic Grievance Procedure

A. Student's Academic Grievance Procedure

1. A student who feels that she/he has been unjustly evaluated by a professor must first contact that professor to discuss the complaint.
2. If the matter remains unresolved, then the student and professor must confer with the Division Head of the specific division concerned.
3. If the matter is not resolved, then the student must submit a written petition and pertinent documentation to the Division Head of the Division concerned. The Division Head must schedule a meeting with the student and the professor. All documents to be considered must be made available to all parties prior to the meeting. After reviewing the petition and documentation and discussing the issue with the student and professor, the Division Head must notify the student and the professor in writing of her/his decision.
4. If the matter is yet unresolved, then the student must submit a written petition to the Provost who will convene the Grade Grievance Committee. The Provost will make a copy of the written petition available to all members of the grievance committee prior to the meeting. The Grade Grievance Committee is chaired by the Provost and consists of three members of the Academic Standards Committee and two students appointed by the Provost. The Provost has no vote in the Grade Grievance Committee's deliberations.
5. The Provost must inform the student and the professor in writing of the Grade Grievance Committee's decision. This decision must be limited to the issue of the grade. If the grade is changed, the Provost must notify the Office of the Registrar.
6. If the decision does not resolve the grievance, then the student may petition in writing the President of the College. The decision of the President must be communicated in writing to the student and the professor.
7. The student lodging the grievance action may ask another student, faculty member, or staff member to accompany her/him to any of the conferences or Grievance Committee meetings scheduled as part of the complaint process.

B. The grievant has 45 days from the end of the academic term in which the grade was recorded to notify the Provost in writing of her/his intent to request a hearing before the Grade Grievance Committee. Section A, steps 1-4 must be followed before the student may submit a request for a hearing. Failure to follow the established procedure may result in the denial of the request.

Student Records

Confidentiality of Student Records

Policies regarding the confidentiality of student records are in compliance with the Family Educational Rights and Privacy Act of 1974, commonly referred to as the Buckley Amendment. A detailed statement of the policy appears in the *Columbia College Student Handbook*.

Transcripts

The transcript of a student's academic record will be released by the Office of the Registrar only upon receipt of the student's written request. No transcript will be issued to a student who is indebted to the College.

Academic Honors

President's List

Students who have earned a minimum of 12 semester hours in a semester, who have a GPA of 4.00 for that semester, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" in that semester are placed on the President's List. The 12 semester hours may not include pass/fail courses, and only Columbia College work qualifies a student for the President's List.

Dean's List

Students who have earned a minimum of 12 semester hours in a semester, who have a GPA of 3.50 or better for that semester, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" in that semester are placed on the Dean's List. The 12 semester hours must include nine semester hours taken on a graded basis and may not include elective pass/fail courses. Only Columbia College work qualifies a student for the Dean's List.

Annual President's List

Students who have earned a minimum of 12 semester hours in an academic year, who have earned no more than 11 semester hours in any one term (Fall semester, Spring semester, or Summer sessions) during that year, who have a GPA of 4.00 for classes taken during that year, and who have not received a course grade of "F", "FA", "U", "W", "WD", "I" or "INC" during that year are placed on the Annual President's List. The 12 semester hours may not include pass/fail courses and only Columbia College work qualifies a student for the Annual President's List.

Annual Dean's List

Students who have earned a minimum of 12 semester hours in an academic year, who have earned no more than 11 semester hours in any one term (Fall semester, Spring semester, or Summer sessions) during that year, who have a GPA of 3.50 or better for classes taken during that year, and who have not received a course grade of "F", "FA", "U", "W", "WD", "I" or "INC" during that year are placed on the Annual Dean's List. The 12 semester hours must include nine semester hours taken on a graded basis and may not include elective pass/fail courses. Only Columbia College work qualifies a student for the Annual Dean's List.

College Marshals

Five students with the highest scholastic average from the sophomore, junior, and senior classes serve as marshals. The senior with the highest average serves as Chief Marshal.

Honor Graduates

Honors in three levels of attainment are conferred at graduation. Candidates for baccalaureate degrees who have demonstrated unusual scholastic ability by the maintenance of a cumulative GPA between 3.950 and 4.000, inclusive, graduate **summa cum laude**; candidates with a cumulative GPA between 3.850 and 3.949, inclusive, graduate **magna cum laude**; and candidates with a cumulative GPA between 3.750 and 3.849, inclusive, graduate **cum laude**. Honor graduates must have earned 64 semester hours of graded coursework at Columbia College.

Candidates who have fewer than 64 semester hours of graded coursework at Columbia College and who demonstrate scholastic ability by the maintenance of a cumulative GPA of 3.750 or higher are awarded honor cords which they may wear at Commencement.

Degree Completion

Degree Requirements

A student is generally graduated according to degree requirements published for the semester of her initial Columbia College registration as a degree-seeking student unless attendance has not been continuous. In cases of readmission, degree requirements published for the semester of readmission must be met.

A student in an approved bridge program is generally graduated according to degree requirements in effect on the date she signs her letter of intent unless the letter of intent becomes invalid or attendance at Columbia College has not been continuous after initial enrollment. A student with an invalid letter of intent who does not sign a new letter of intent before enrolling at Columbia College is graduated according to degree requirements published for the semester immediately prior to her Columbia College registration as a degree-seeking student. In cases of readmission to Columbia College, degree requirements published for the semester immediately prior to readmission must be met.

Any student may choose by written request to be graduated according to degree requirements published after her current graduation requirements. A student making this choice must accept all changes made to the degree requirements between the two publication dates.

The College reserves the right to change requirements for graduation when it is decided that such changes are necessary. Graduation is permitted only after a student has completed all attempted courses and has satisfied all of the relevant academic requirements for her degree program. A graduate must satisfy all financial obligations to the College to be able to participate in Commencement, receive a diploma, or have her official transcripts released.

Semester Hours

Candidates for the Bachelor of Arts and Bachelor of Science degrees are required to complete 127 semester hours of college work. **This work must include the appropriate General Education requirements and a major field of study chosen from those listed on pages 43 and 44.** Students enrolled in the Second Bachelor's Degree program should refer to the special requirements outlined on pages 35 and 36.

Students who meet the requirements for the music education articulation agreement may complete the B.A. degree requirements with 120 credit hours, all requirements for the major in music, and nine hours of graduate work in education.

GPA Needed for Graduation

The College requires a final cumulative GPA of at least 2.00 and a GPA of at least 2.50 in the major and optional minor fields.

Residence Time

Degree applicants must complete a minimum of 25 percent of all courses required by the degree at Columbia College. This requirement means that at least 33 semester hours of coursework must be taken at Columbia College.

A student must take at least 12 semester hours in her major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis.

A student must take at least half of the hours in her minor at Columbia College.

Application for Degree

A student must file an Application for Degree with the Office of the Registrar. Students completing requirement in December must turn their form in no later than October 1, for May completion no later than October 15, and for August completion no later than June 15. Degrees will be conferred at spring commencement.

A degree will not be conferred *in absentia* except with special permission of the Provost. The student must file this request with the Provost not later than one month before she expects to graduate.

Academic Programs

Columbia College confers the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science. The requirements for the degrees are based on the general principle of a broad distribution of studies among the

representative fields of human culture and a concentration of studies within a special field. Columbia College also confers graduate degrees. For additional information, consult the *Columbia College Graduate Bulletin*.

Liberal Arts

Columbia College's emphases on the liberal arts and women's leadership development are found within the General Education curriculum coordinated experiences, and activities available to all students. Students who complete the General Education, curriculum will develop:

- An appreciation for the liberal arts to include:
 - Aesthetic Literacy
 - Historical Literacy
 - Human Institutions and Behavior
 - Literary Knowledge
 - Philosophical Inquiry and Religious Studies
 - Scientific Literacy
- *College level, real world, professional* competencies in written and oral communication, quantitative reasoning, and information and technology literacy
- An understanding of gender perspectives and social justice
- An understanding of the nature and application of moral, ethical, and religious values
- An understanding of women in leadership and opportunities for personal growth
- An awareness and use of strategies for academic and professional excellence.

How Will This Happen?

The Columbia College experience begins with a focus on academic preparation through the General Education model. This model requires a minimum of 37 semester hours of coursework and is designed to develop students' capacity for critical thought and expression, lifelong learning, acceptance of personal responsibility, and commitment to service and social justice through a liberal art's curriculum. In addition, students are provided experiential approaches to learning that assist in the development of practical knowledge within real world experiences.

General Education Requirements

College-Level Competencies

College-Level Writing I	One course (3sh) selected from English 101 or 190P
College-Level Writing II	One course (3sh) selected from English 102 or History 190AA
Modern Language	Competency equivalent to Spanish 122 or French 122 (0 or 3 sh) (Spanish 190E and 190F satisfy this requirement.)
Oral Communication	One course (3 sh) selected from Communication 100
Quantitative Reasoning	One course or exemption by exam (3 sh) selected from Business 271; Computer and Information Science 109; Mathematics 104, 106, 107, 117, 120, 140, 150, 160; Public Health 301

Learning Domains

Aesthetic Literacy	One course (3 sh) selected from Art 204, 205, 261, 262, 361, 362, 363, 364, 366, 367, 368; Communication 365, 390A; Dance 105; Education 345; Honors 490MM; Music 205, 206, 207, 208; Theatre 105, 107
Historical Literacy	One course (3 sh) selected from Art 261, 262, 368; English 315; Gender and Women's Studies 300; History 102, 103, 104, 230, 310, 315, 357, 358, 472; Religion 128, 228
Human Institutions and Behavior	One course (3 sh) selected from Anthropology 131, 310; Child and Family Studies 221; Communication 235, 350; Geography 164; Political Science 101, 219, 220; Psychology 102, 210, 390R; Sociology 151
Literary Knowledge	One course (3 sh) selected from English 200, 203, 210, 220, 230, 231, 240, 248, 250, 251, 252, 261, 310, 311, 325, 340, 350, 355, 356, 365, 373, 373, 374, 375, 381, 383, 478; Spanish 305

Philosophical Inquiry <u>OR</u> Religious Studies	One course in Philosophical Inquiry <u>OR</u> Religious Studies (3 sh) selected from Art 367; History 336; Philosophy 153, 154, 190D, 210, 221, 222, 290N, 290P; Political Science 240; Religion 127, 128, 205, 210, 228, 290G
Scientific Literacy	One course with a laboratory component (4 sh) selected from Biology 100, 105, 110, 120, 130; Chemistry 100, 121; Physical Science 122, 132, 145, 190N; Physics 221 (Only Biology 110; Chemistry 121; or Physics 221 count if earning a Bachelor of Science degree.)
Values and Perspectives	
Gender and Social Justice	Liberal Arts 201. Students with at least 56 s.h. of transfer credit may take Liberal Arts 201 or Communication 360
Ethical Leadership	One or more courses (3 s.h.) selected from Liberal Arts 301; Business 311; Communication 225, 320LS, 355; Leadership Studies 101, 401LS; Philosophy 153
Multiculturalism	One course (3 s.h.) selected from Anthropology 131, 240, 310; Art 205; Business 405; Communication 190B, 245, 300; English 252, 375, 390TT; Gender and Women's Studies 200, 300; Geography 164; Political Science 211; Psychology 254; Social Work 268; Sociology 268; Spanish 351, 390T, 485

Minimum Total Required Hours in General Education: 34

ADDITIONAL REQUIREMENTS:

1. **INFORMATION AND TECHNOLOGY LITERACY:** Students must take one course which can satisfy any other graduation requirement selected from Art 361; Biology 120; Business 350; Chemistry 261 and 262; Communication 255; Computer and Information Science 109, 110; Education 485LS; History 200; Mathematics 140; Public Affairs 201; Psychology 300, 450; Speech Language Pathology 310; Writing 150, 330, 350.
2. **WRITING INTENSIVE COURSES:** Students must take one course identified as Writing Intensive beyond those required in the College Level Competencies selected from Art 364; Business 360, 444; Chemistry 122; Communication 200, 499; Computer and Information Science 340; Dance 340; Education 318; English 205, 310, 340, 350, 355, 356, 372, 373, 374, 375, 381, 383, 390TT; History 493; Honors 490MM; Mathematics 380; Philosophy 210, 290N; Political Science 303, 493; Psychology 494; Religion 210, 440; Sociology 151; Spanish 390T; Writing 150, 200, 305, 325, 340, 346, 348.
3. **COMMUNICATION INTENSIVE COURSES:** Students must take one course identified as Communication Intensive beyond those required in the College Level Competencies selected from Art 362, 363, 366; Business 405; Communication 210, 220, 240, 250; Education 150; English 203, 231, 248, 261, 325; French 122, 221, 222; History 211, 245, 340; Leadership Studies 401LS; Political Science 245, 265; Social Work 268; Sociology 268, 320; Spanish 121, 122, 190E, 190F, 221; Speech Language Pathology 482.
4. **BACHELOR OF SCIENCE DEGREE:** A student earning a bachelor of science degree must complete Mathematics 160 to satisfy the Quantitative Reasoning requirement and either Biology 110, Chemistry 121, or Physics 221 to satisfy the Scientific Literacy requirement. In addition, the student must complete the two semester science sequence begun in the Scientific Literacy requirement by completing, as appropriate, any four- semester-hour laboratory Biology course numbered 200 or higher, Chemistry 122, or Physics 222.
5. **STRATEGIES FOR ACADEMIC AND PROFESSIONAL EXCELLENCE:** All first-time first-year students and transfer students with fewer than 24 semester hours of transfer credit must take Liberal Arts 100 in their first semester at Columbia College. Successful completion of Liberal Arts 100 is a graduation requirement for those who must take it.

NOTES:

1. General Education courses may not be used to satisfy a requirement for a major program.
2. College-Level Competency courses may not be used to satisfy a requirement for a minor.
3. No student can use a single course to satisfy any two different General Education requirements.
4. Students who have an academic credential in a language other than English are exempt from the Modern Language requirement. Students who place into Spanish 221 or higher and complete a Spanish course numbered 221 or higher with a grade of "B" or better will automatically receive credit for Spanish 121 and 122 (6 s.h.). Students who place into Spanish 122 and complete both Spanish 122 and Spanish 221 will automatically receive credit for Spanish 121 (3 s.h.) if they complete Spanish 221 with a grade of "B" or better. There is also a corresponding rule for French placement and courses.

Major Programs

All students must select and successfully complete a major program in order to graduate from the College.

A **major program** or **major** consists of an academic discipline and a set of **major requirements**. The requirements include a set of courses, the **major courses**, within or closely related to the discipline which comprise more than 25% and normally (although there are a few exceptions) less than 40% of the total number of hours required for graduation. The **major GPA**, which must be at least 2.50 for graduation, is computed on the major courses. All majors require some specific major courses; some specify all of them while others can be completed by selecting **major choices** courses from specified lists or with specified criteria. Major requirements may include some specific general education or intensive courses or they may restrict the options available for some general education or intensive requirements; these courses are not included in the major GPA calculation. Major requirements may also include **specified electives** – courses which must be taken to complete the major, but which are not included in the major GPA calculation – and, occasionally, additional requirements such as the Target Points for majors that involve certifying to teach or participation in Columbia College Dance Company for the majors in Dance.

Some majors have **concentrations** or **tracks**. In these cases, the major courses consist of a set of core courses common to all of the concentrations or tracks and a set of courses specific to each concentration or track. Students may double major in two concentrations or tracks within a major discipline. Some majors may have **advising tracks** or **certificates** which are intended as guides to help students select major choices and/or electives to fit their particular interests in the discipline. Advising tracks and certificates are not part of the major requirements and students need not complete any particular advising track or certificate in order to complete the major program.

Division Heads may approve substitutions for any course required for a major, but no course requirement may be waived unless the waiver is specifically mentioned in the major requirements.

By the end of the first year, each student is encouraged to select a major program of study in consultation with her first-year advisor. Forms for declaring a major are available from the Office of the Registrar. When the declaration has been officially made, a major academic advisor is assigned to the student.

Students are required to have a major chosen from one of the programs listed below:

Undergraduate Studies [see pages 47-51 for program requirements]

- Contractual Studies (B.A. degree)
- Contractual Studies (B.S. degree)

Division of Arts and Communication Studies [see pages 52-56 for program requirements]

- Communication Studies (B.A. degree)
- Dance Education (B.A. degree, certifying to teach)
- Dance Studies (B.A. degree)
- Music (B.A. degree)
- Studio Art (B.A. degree)

Division of Behavioral Studies and Human Inquiry [see pages 56-62 for program requirements]

- Behavioral Science (B.A. degree)
- Child and Family Studies, Child Life concentration (B.A. degree)
- Child and Family Studies, Family Law and Social Advocacy concentration (B.A. degree)
- Child and Family Studies, Services to Children and Families
- History (B.A. degree)
- History (B.S. degree)
- Political Science (B.A. degree)
- Psychology (B.A. degree)
- Psychology (B.S. degree)
- Public Affairs (B.A. degree)
- Public Affairs, Applied Leadership and Advocacy Track (B.A. degree)
- Religion and Philosophy (B.A. degree)
- Social Work (B.A. degree)

Division of Business, Mathematics, and Sciences [see pages 62-69 for program requirements]

Biology (B.A. degree)
Biology (B.S. degree)
Business – Accounting concentration (B.A. degree) [Evening*]
Business – Business Administration concentration (B.A. degree)
Business – Business Analytics concentration (B.A. degree) [Evening*]
Chemistry (B.A. degree)
Chemistry, Biochemistry track (B.S. degree)
Chemistry, Chemistry track (B.S. degree)
Computer and Information Science (B.A. degree) [Evening*]
Computer and Information Science (B.S. degree) [Evening*]
Global Business (B.A. degree)
Global Business (B.S. degree)
Mathematics (B.A. degree)
Mathematics (B.A. degree, certifying to teach)
Mathematics (B.S. degree)
Mathematics (B.S. degree, certifying to teach)
Public Health Science and Delivery (B.A. degree)
Public Health Science and Delivery (B.S. degree)

Division of Education [see pages 69-74 for program requirements]

Early Childhood Education (B.A. degree, certifying to teach)
Elementary Education (B.A. degree, certifying to teach)
Intervening with At-Risk Learners (B.A. degree)
Middle Level Education (B.A. degree, certifying to teach)
Special Education (B.A. degree, certifying to teach) [Evening*]
Speech Language Pathology (B.A. degree)

Division of Languages and Literature [see pages 74-78 for program requirements]

English (B.A. degree, certifying to teach)
English Literary Studies (B.A. degree)
Spanish (B.A. degree)
Writing for Print and Digital Media (B.A. degree)

[Evening*]: The programs are offered by the Evening College. Women's College students may major in these programs; however, many major courses will be offered through the Evening College on its time schedule. While students majoring in these programs must officially co-enroll for all Evening College courses taken, the usual co-enrollment restrictions and waiting periods are automatically waived for courses required by their major programs.

Minor Programs

Students are not required to select or successfully complete a minor in order to graduate from the College; minors are completely optional.

A **minor program** or **minor** consists of an academic discipline and a set of **minor requirements**. The requirements include a set of courses, the **minor courses**, within or closely related to the discipline which comprise between 15 and 20 semester hours. The **minor GPA**, which must be at least 2.50 in order to graduate with the minor is computed on the minor courses. Some minors specify all of the minor courses; others can be completed by selecting **minor choices** courses from specified lists or with specified criteria; and still others have a combination of specified minor courses and minor choices. Rarely, minor requirements may include some specific general education or intensive courses or they may restrict the options available for some general education or intensive requirements.

Some minors have **concentrations** or **tracks**. In these cases, the minor courses consist of a set of core courses common to all of the concentrations or tracks and a set of courses specific to each concentration or track. Students may double minor in two concentrations or tracks within a minor discipline. Some minors may have **advising tracks** which are intended as guides to help students select minor choices to fit their particular interests in the discipline. Advising tracks are not part of the minor requirements and students need not complete any particular advising track in order to complete the minor program.

Division Heads may approve substitutions for any course required for a minor, but no course requirement may be waived unless the waiver is specifically mentioned in the minor requirements.

By the end of the junior year, each student wishing to select a minor program should do so in consultation with her advisor. Forms for declaring a minor are available from the Office of the Registrar. Since the College does not require a minor, the College is not responsible for ensuring that each student will be able to complete all of the minor requirements within a four-year period.

Students may elect to have a minor chosen from the programs listed below:

Undergraduate Studies [see pages 47-51 for program requirements]

- Gender and Women's Studies
- Girls Studies
- Global Studies
- Leadership Studies

Division of Arts and Communication Studies [see pages 52-56 for program requirements]

- Art
- Art History
- Communication Studies
- Dance
- Music

Division of Behavioral Studies and Human Inquiry [see pages 56-62 for program requirements]

- African American Studies
- American Studies
- Cultural Anthropology
- Ethics
- History
- Organizational Leadership, Advocacy and Social Justice
- Philosophy
- Political Science
- Psychology
- Religion
- Services to Children and Families
- Social Work

Division of Business, Mathematics, and Sciences [see pages 62-69 for program requirements]

- Applied Computing
- Biology
- Chemistry
- Computer and Information Science [Evening*]
- Management
- Mathematics
- Public Health Science and Delivery

Division of Education [see pages 69-74 for program requirements]

- Speech-Language Pathology

Division of Languages and Literature [see pages 74-78 for program requirements]

- Creative Writing
- English Literary Studies
- French
- Public Relations
- Spanish
- Writing
- Writing for Print and Digital Media

[Evening*]: The programs are offered by the Evening College. Women's College students may minor in these programs; however, many minor courses will be offered through the Evening College on its time schedule. While students minoring in these programs must officially co-enroll for all Evening College courses taken, the usual co-enrollment restrictions and waiting periods are automatically waived for courses required by their minor programs.

Academic Divisions

Undergraduate Studies

Center for Contractual Studies

Program Director: Chair of Contractual Studies Committee

For students who have a clear post-graduate career path which is not directly addressed by an established major within the Columbia College curriculum, we offer a Contractual Studies major in which two or more academic disciplines can be combined. This major is based on a student-developed proposal that identifies the curricular areas to be bridged and the professional competencies that they will address. This proposal should be the result of research and advising, and it should include a rationale for why the intended outcomes could not be addressed with an existing double major or major/minor combination. Students preparing a Contractual Studies proposal must work with at least two faculty members from different programs which are both represented in the proposed coursework. The role of these faculty advisors will be to help the student formulate an achievable plan which integrates courses from separate areas into a combined conceptual framework. Once the proposal is approved by both/all faculty advisors and by the Director of Contractual Studies, it will be submitted to the Contractual Studies Advisory Committee for final approval. This approval will represent a contract of intent which will guide the student in course enrollment; but as with other majors, adjustments necessitated by scheduling patterns may be made with approval of the appropriate program coordinator(s).

Purpose

The Center offers students an opportunity to take charge of their own academic development within a structure of professional support and guidance. While a student in the Center may be permitted some flexibility in developing her curriculum, a concerted effort will be made to ensure that students are liberally educated and competent in an area of specialized study. The Center encourages students to participate in independent studies and off-campus internships in their area(s) of specialization. Some contractual programs may require a limited number of courses to be taken at other institutions, with limited funding provided by the Center.

Admission

A student normally applies for admission to the Center toward the end of her freshman year in college. However, the Center considers applications from upperclass students and students transferring from other colleges and universities. A student must complete 45 hours of coursework following admission to the Center. The Contractual Studies Advisory Council may allow some or all of the coursework taken during the semester of admission to the Center to be counted towards the 45-hour requirement.

The student should follow these steps for admission:

- A. Student discusses her interest in the Center with her advisor(s) and the Director of Contractual Studies.
- B. Student completes an application for admission and a long-range contract.
- C. (A minimum GPA of 2.50 is normally required for admission to the Center.)
- D. Upon completion of application, the Advisory Council considers her admission to Contractual Studies.

Upon approval of a student's contract, a representative of the Center notifies the student of her admission and sends a copy of her contract to her advisor and the Registrar. The student then completes a Declaration of Major Form in the Office of the Registrar.

Long-Range Contract

The long-range contract represents the student's individualized curriculum, which should reflect the student's best estimate of each course for which she plans to receive credit. The Advisory Council evaluates the contract's attention to the student's educational goals, to her selected areas of specialization, and to a liberal arts core of General Education courses. Long-range contracts include General Education courses, major courses, areas of specialization, and electives.

Contractual Studies students adhere to the General Education core requirements outlined in the *Columbia College Bulletin*.

SPECIAL REQUIREMENTS

Requirements for Graduation

Candidates for the Bachelor of Arts degree who are enrolled in the Center for Contractual Studies are required to:

- complete 127 semester hours of college work,
- maintain a minimum grade point average of 2.50 on all contractual work taken from the point of admission to the Center, and
- successfully complete an approved senior project according to the guidelines for the senior project.

A student whose grade point average falls below 2.50 for two consecutive semesters may be excluded from the Center. The terms of the contract must be fulfilled in order to graduate.

Senior Project

The student's senior project represents a culmination of her academic concentration through the Center for Contractual Studies and should be a long-term, original work in her particular area of study. The senior project may follow any one of several formats, such as a research thesis or a musical composition. The Center requires successful completion of a senior project before a student may be recommended for graduation.

Withdrawal

In order to withdraw from Contractual Studies, a student must submit a letter of withdrawal to the Advisory Council and declare her new major with the Registrar. If a student is not fulfilling the terms of her contract, the Advisory Council can require her to leave the program. After a student withdraws from the Center, her work will be evaluated by the Registrar to determine which courses in her contract will apply toward graduation and the requirements for her major.

Additional requirements may be found in the *Guidelines for the Center for Contractual Studies*.

Gender and Women's Studies

Program Director: Jade Huell, Ph.D.

The interdisciplinary minor offered through the Gender and Women's Study Program at Columbia College encourages students to recognize how gender and women's studies in theory and in practice serve as powerful tools of social transformation on both a local and global scale. As its curriculum demonstrates, the program brings the question of gender formation to the forefront of critical interdisciplinary investigations through the combination of academic study and experiential learning. Gender as it intersects with other crucial components of identity construction – such as sexuality, ethnicity, class, nationality, religion, and age – is explored through such differing and yet complementary perspectives as literature, sociology, psychology, philosophy, history, political science, art, and dance, to name only a few.

Minor in Gender and Women's Studies

Requirements for a Minor in Gender Studies:

16 Semester hours. Required courses are Gender and Women's Studies 300 and 399LS and 12 hours chosen from Art 364, Communication 360, English 340, English 355, French 451, History 215, History 340, History 435, History/Political Science 405, Liberal Arts 201, Liberal Arts 301, Philosophy 300, Political Science 201, Political Science 350, Psychology 210, Psychology/Sociology/Social Work 235, Religion 255, Spanish 390T, 451, or courses approved by the Director of the Gender and Women's Studies Program.

Minor in Girls Studies

The interdisciplinary minor in Girls Studies introduces students to the gender-related issues that affect the development of adolescent females in both theory and practice, drawing from diverse but related areas of study such as Women's and Gender Studies, Education, Psychology, Public Health, Sociology, and the Humanities. Students will become familiar with the status of girls in South Carolina, as well as nationwide and globally, identifying areas of need for advocacy. Students will explore the complexity of identity formation of adolescent girls as it relates to class, race, ethnicity, nationality, religion, and ability, also gaining an awareness of movements and organizations which empower girls. Through involvement in the *Girls Studies: An Interdisciplinary Journal for Undergraduate Research*, hosted by Columbia College, students will edit and format the

work of undergraduate peers across the country and abroad, furthering their understanding of issues in Girls Studies and providing experience working in online media.

Requirements for a Minor in Girls Studies:

16 to 18 semester hours including Gender and Women's Studies 200, 300, and Writing 220 (1-3 s.h.) Six semester hours chosen from Education 210, 211, 285, English 478, Child and Family Studies/Psychology 208, Child and Family Studies/Social Work 301, 312, or Public Health 262. Three semester hours selected from Art 362, 364, Child and Family Studies 221, Communication 360, English 340, 355, 382, French 451, Gender and Women's Studies 290, 390, History 215, 340, 435, History/Political Science 405, Liberal Arts 201, 301, Philosophy 300, Political Science 201, 350, Psychology 210, 235, Public Health 264, Religion 255, or Spanish 451.

Global Studies

Program Director: Chair of Global Studies Committee

Minor in Global Studies

The interdisciplinary Global Studies Minor provides students with an education across the disciplines in the principal issues confronting today's globalized world as well its historical precursors. Students are given the tools to understand the process of globalization and its effects; and they are empowered to shape their world as the next generation of global leaders in their chosen fields. The curriculum focuses on four thematic pillars of globalization: Culture & Society, Business and Languages, Governance & Conflict, and Environmental Studies (Sciences). Such a curriculum draws on insights (i.e., already existing classes) from disciplines across the humanities, social sciences, and natural sciences to give students the theoretical and methodological skills as well as the knowledge base necessary to understand our complex and rapidly changing world and to contribute to building a better future for us all.

Requirements for a Minor in Global Studies:

A total of 18 semester hours of which the following 12 semester hours are required:

- 3 semester hours of Political Science 200
- 3 semester hours of second language study in addition to or above the General Education Core requirements. For bi- or multi-lingual students, this requirement could be waived. Students in this situation would only need 9 hours of the required 12.
- 3 semester hours of coursework focused on intercultural competence. Either Communication 340 or Business 405 fulfills this requirement. Students with ESL or TESOL certification (documented) are exempt from this required course.
- 3 semester hours of approved experiential learning in the international field. The experiential learning requirement could be satisfied as a study abroad experience (including semester abroad, summer abroad, or academic travel opportunity) or as an internship experience with a profit or non-profit organization that deals with global clients or issues. Approved study abroad experiences include but are not limited to a semester in France, Germany, Ireland, Mexico, South Korea, Spain, and other established CC exchange programs. Academic travel opportunities include but are not limited to Art 360; Education 360 (in connection with travel abroad); Honors 490 (in connection with travel abroad); Religion 236. Study abroad or travel experience in addition to the required 3 semester hours will not be counted toward the Global Studies minor.

The 6 or 9 semester hours to be elected by each student may be chosen from the list below, however, the chosen classes have to come from two different thematic areas. These electives may also count towards General Education requirements. Other courses with a global focus can be considered and approved by the Global Studies Committee. Special problems courses and independent projects as part of the Global Studies minor must be approved by the Global Studies Committee.

No course may count more than once within the minor.

The elective courses may be chosen from the following thematic areas:

- Culture and Society: Anthropology 131, 140, 240, 310; Art 205, 362, 368; Dance 107, 320, 340; Geography 164; Music 206, 207, 208, 365, 366; Religion 127, 340, 440
- Business and Languages: Business 401, 405; Communication 340; English 200, 261, 382, 383, 410; French 341, 351, 420, 440, 450, 451, 481, 485; Spanish 305, 310, 351, 375, 390T, 420, 451, 452, 460, 481, 485
- Governance and Conflict: History 102, 103, 310, 315, 336; Political Science 211, 225, 265, 303, 405
- Environmental Studies (Sciences): Biology 321

Honors Program

Director: John Zubizarreta, Ph.D.

Assistant Director: Ute Wachsmann-Linnan, Ph.D.

The Honors Program at Columbia College provides an enriched academic experience to the outstanding student who is seriously committed to academic excellence. The program emphasizes the spirited exchange of ideas in a challenging classroom environment. A variety of teaching methods stimulates the student's intellect and creativity, encouraging her to develop her own ideas in a knowledgeable and reasoned framework of reflective learning.

The special features of the Honors Program are realized principally through challenging, creative course offerings, innovative faculty, and numerous opportunities for scholarly development. Traditional catalog courses, specially designed seminars, and up to three hours of independent study are available through the Honors Program. The "Honors Choice" allows honors students to earn up to four hours of contracted honors credit for regular courses.

Faculty in honors are chosen for their breadth of knowledge and experience and their ability to motivate students to learn. Honors faculty choose to work with academically talented students because they enjoy the challenge of collaborating with bright minds and the rewards of engaging in the intellectual risks of honors education. Close contact with and individual direction from faculty help define the honors experience.

The Course of Study

In order to complete the program and graduate with a Bachelor of Arts *cum honore*, honors students must earn 24 semester hours in honors courses, including the Senior Seminar (Honors 490, 3 s.h.) and Honors Project (Honors 498, 3-4 s.h.).

To remain in the Honors Program and graduate with its distinction, a student must maintain a cumulative GPA of at least 3.4 and complete the prescribed honors course of study. If a student's GPA falls below a 3.4, she may have the one-time chance of one semester to bring up her average.

Courses are offered from a variety of disciplines in order to give honors student's opportunities to fulfill many General Education requirements and earn honors credit at the same time. Such courses may come from the natural sciences, humanities, social sciences, and the arts. Some honors courses also serve in various majors and minors.

Admission to the Program

Prospective students interested in the challenges and opportunities of honors may contact Dr. John Zubizarreta, Director of Honors, Columbia College, 1301 Columbia College Drive, Columbia, SC 29203. They may also inquire by e-mail at jzubizarreta@colacoll.edu. More information about honors students, faculty, courses, activities, and opportunities and an online application form are available on the Honors Program Web site.

The Honors Program selects students based on the following criteria:

1. High School Grade Point Average.
2. High school class rank.
3. SAT or ACT scores.
4. Level and type of high school coursework.
5. Leadership qualities, special talents, and participation in school or community activities.
6. Application and brief essay.

A qualified student already enrolled at Columbia College may also apply to honors by contacting the director and securing two letters of recommendation from professors. The recommendations should comment on the student's motivation, prior success, ability to work independently and creatively, willingness to take risks in pursuing academic challenges, preparation for rigorous intellectual engagement both within and outside classrooms, and potential for excellence.

Leadership Studies

Director: Tamara Burk, Ph.D.

To encourage and support the recognition and development of leadership potential, Columbia College offers regular opportunities inside and outside of the classroom for students to examine their own education and growth from a perspective of positive social and institutional change.

- 1) *Courage* (Step up and accept risk). Orientation programs and first-year General Education courses emphasize personal and social responsibility, critical thinking, and strategic decision-making;
- 2) *Commitment* (Step in and embrace values). The Sophomore Seminar emphasizes the impacts of gender and diversity on Service-Learning and introduces the concept of vocation and the exploration of identity-development;
- 3) *Confidence* (Step out and seize opportunities). To further infuse Leadership Studies throughout the curriculum, faculty members in all programs are encouraged to identify relevant classes, and to design experiences and assignments that connect academic material to leadership in action across diverse contexts; and
- 4) *Competence* (Step back and develop insight). In addition to the above, the Leadership Institute and Student Affairs initiatives include on-going activities in which students examine their own behavioral expressions of power and influence both on and off campus, broadening their abilities to holistically reflect on and synthesize lessons learned which continually improve leadership competency.

For students who want to explore these issues even further, Columbia College offers a Minor in Leadership Studies. Areas of emphasis in the Minor include historic and contemporary models of leadership, issues of context and social justice, ethics, cultural and self-awareness, critical thinking, decision-making, strategic planning, group

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communication, and an understanding of the social importance of service.

In the study of leadership at Columbia College, the College seeks to:

- I. Develop knowledge about leaders and leadership through the following:
 - a. Understand the history, psychology, and interdisciplinary theories of leadership as an academic discipline;
 - b. Explore leaders and leadership practice across a variety of contexts;
 - c. Evaluate the relationships between leadership and ethics/values;
 - d. Inventorying and analyzing leadership skills, styles, values, and interests.

- II. Develop attitudes conducive to the leadership process, including:
 - a. An understanding of self and an awareness of each person's potential for leadership;
 - b. An acceptance of change and innovation;
 - c. An awareness of and sensitivity to a diverse global society; and
 - d. An understanding of the importance of Service-Learning.

- III. Develop increased competence in leadership skills, including:
 - a. Communication
 - b. Active Listening
 - c. Conflict Resolution & Planning
 - d. Critical Thinking & Adapting to Context

Minor in Leadership Studies

Requirements for a Minor in Leadership Studies:

The requirements for a Minor in Leadership Studies include 16 semester hours of coursework. Required courses are Leadership 101, Liberal Arts 201, Liberal Arts 301, and Leadership 401LS. Six additional elective hours must be taken, and must be approved by the Director of Leadership Studies prior to enrollment in the courses. Students will be advised to take a thematic approach to the study of leadership given their goals and interests. All students will be expected to successfully articulate how their choices create a conceptual framework for the study of leadership.

Division of Arts and Communication Studies

Division Head: Stephen Nevitt, M.A.

Division Faculty

Professor:

Martha Brim, M.F.A. [Dance]
Tamara Burk, Ph.D. [Communication Studies]
Jason Munsell, Ph.D. [Communication Studies]
Stephen Nevitt, M.A. [Art]
Ute Wachsmann-Linnan, Ph.D. [Art History]
Alan Weinberg, D.M.A. [Music]

Associate Professor:

Marcy Yonkey-Clayton, M.F.A. [Dance]

Assistant Professor:

Diana Amos, D.M.A. [Music]
Crystal Davis, M.F.A. [Dance Education]
Jade Huell, Ph.D. [Communication Studies]

Senior Lecturer:

Kyle Love, M.A. [Communication Studies]

Lecturer:

Sandy Kimmel, M.A. [Communication Studies]

Choir Director:

Paula Wilson, M.M.Ed

Gallery Coordinator:

Jacqueline Keane Adams, B.A

The Division of Arts and Communication Studies offers major programs in Communication Studies, Dance Studies, Dance Education, Music, and Studio Art. It also offers minor programs in Art, Art History, Communication Studies, Dance, Music, and Theatre.

Art

The Studio Art program at Columbia College offers a focus on art, design, and art history within a broad liberal arts context. The program offers a B.A. in Studio Art major with the choice of studio emphases in drawing, graphic design, painting, photography, and/or printmaking. The program also offers a Minor in Art and a Minor in Art History.

Majors and minors have opportunities in studio and academic studies to work with, study and/or experience the visual arts from diverse cultural sources, historical periods, and media. In addition, the art program provides survey and activity courses for the nonmajor seeking learning experiences in the visual arts area.

Communication Studies

The division offers a B.A. in Communication Studies and a minor in Communication Studies. General Education courses in communication are offered to all students. The programs seek (1) to help students develop the knowledge, skills, and attitudes they need for effective communication and to (2) to actively engage students in the process of leadership development.

Dance

The Dance Program at Columbia College offers a creatively rigorous community that encourages the student to investigate, generate, and articulate her unique artistry through dance. With a comprehensive, progressive study in the dance discipline, the student will gain the experience needed to engage as a leader in the field, enriching the human experience through performance and choreography, dance education, and arts advocacy.

The identity of the Columbia College Dance Program is built upon and enriched by the following synthesized elements:

Columbia College Dance Company (CCDC)

Engagement in Columbia College Dance Company contributes to the community through development of leadership, production skills, performance, and creativity.

Dance Company: Dance 189/289/389/489

Movement Practices

A rigorous slate of dance techniques, exploration of dance traditions, and understanding of somatic science and wellness develops the student's individual artistry.

Dance Traditions I, II: Dance 117/217

Contemporary Dance Technique I, II, III, IV, V: Dance 141/241/341/441/451

Contemporary Repertory: Dance 143/243/343/443/453

Somatic Re-Education: Dance 207

Dance Analysis and Patterning: Dance 307

Dance Research

Inquiry through dance composition, aesthetics, and historical/cultural praxis develops the student's access to personal authority as an artist.

Introduction to Dance Studies: Dance 107

Choreography I, II, III: Dance 206/308/420

Topics in Contemporary Dance History: Dance 220

Dance in Sociopolitical Contexts: Dance 320

Dance Aesthetics: Dance 340

Dance Education

Pedagogy, communication, social action, and arts advocacy develop the student's understanding of her role as an articulate teacher and engaged citizen within the arts field.

Dance Education I, II: Dance 233/234

Dance Pedagogy: Dance 351

Music

Music, like all the arts, is both a reflection of society and an enhancement of the quality of life. The mission of the Music program is to provide opportunities for each student to develop the capacity for critical thinking, creative expression, and committed leadership. By opening the doors for each student to develop as a music leader, we help create an informed public that will in turn, enrich the human experience for all.

Theatre

General education courses with the goal of promoting an understanding of and appreciation for theatre are offered.

Major Programs

Major in Communication Studies

Program Coordinator: Tamara Burk, Ph.D.

The B.A. in Communication Studies provides students with a solid foundation in the academic discipline of Communication Studies with an emphasis on practical knowledge and real-world experience. Through the study of critical and theoretical dimensions of human communication, students develop the necessary knowledge, skills, and aptitudes to excel in both personal and career orientated contexts.

Requirements for a Major in Communication Studies (B.A. degree):

33 semester hours in addition to Communication 100 and Communication 245 (General Education Multicultural Requirement). Required courses are Communication 210, 220, 240, 250, 499; and 18 semester hours selected from Communication 200, 215, 225, 230, 235, 255, 260, 300, 310, 320LS, 330, 335, 350, 355, 360, 365, English 205, and Writing 260. No more than three semester hours of internship may count toward the major.

Majors in Dance and Dance Education

Program Coordinator: Marcy Yonkey-Clayton, M.F.A.

The degree programs in Dance seek to prepare major students for careers in performance, teaching, advocacy and administration of dance as fine art. The curriculum is firmly rooted in the technical study of Contemporary dance and other diverse forms. Dedicated to an inclusive curriculum, the dance program offers studio classes at the beginning level to all students. Intermediate- Advanced coursework is designed for the dance major with enrollment determined by technical proficiency requirements and Instructor approval. In addition, training and opportunities provided through Dance Company and Leadership Semester experiences enable students to develop the knowledge and dispositions needed to engage as leaders in the dance field.

Students may choose from the Bachelor of Arts in Dance Education to certify as a teacher of dance in the Pre-K – 12 school setting and the Bachelor of Arts in Dance Studies non-certification degree program.

Requirements for all Dance Majors:

All dance majors must remain active members of the Columbia College Dance Company (CCDC) every semester in attendance at the College. Participation in the CCDC requires co-requisite enrollment in at least one Contemporary dance course, one additional course from the Movement Practices Strand, and engagement in a self-directed, physical wellness practice. Dance Education majors are excused from these requirements during their final semester of directed teaching. In addition to these and the requirements specified by each major, BA-Dance Education majors must meet technical proficiency standards in two dance forms: Contemporary Techniques and Somatic Techniques demonstrating placement in Dance 441 and completing Dance 418 with a grade of “B” or better for two consecutive semesters prior to Directed Teaching.

Requirements for Major in Dance Studies (B.A. degree):

Biology 130 must be taken to satisfy the Scientific Literacy requirement for general education. Major requirements (47 hours) are Dance 107, 206, 220, 307, 308, 320 or 340, 351, 475, 481LS; 4 semester hours from Dance 189, 289, 389, 489; 8 semester hours in Contemporary Dance techniques from Dance 141, 241, 341, 441, 451; 8 semester hours in Somatic Techniques from Dance 118, 218, 318, 418; 5 semester hours in Dance Traditions from Dance 117, 217, 317, 417. Public Health 261 must be taken as a restricted elective.

Requirements for Major in Dance Education (B.A. degree, certifying to teach):

Biology 130 must be taken to satisfy the Scientific Literacy requirement for general education. A fine arts course in a field other than Dance for three semester hours must be taken to satisfy the Aesthetic Literacy requirement. Major requirements (43 hours) are Dance 107, 206, 220, 233, 234, 307, 308, 320, 351; 1 semester hour from Dance 189, 289, 389, 489; 7 semester hours in Contemporary Techniques from Dance 141, 241, 341, 441, 451; 7 semester hours in Somatic Techniques from Dance 118, 218, 318, 418; 4 semester hours in Dance Traditions from Dance 117, 217, 317, 417. All B.A. in Dance Education students must be enrolled in CCDC (Dance 189, 289, 389, or 489) each semester. The following courses must be taken as restricted electives for certification (27 hours): Education 210 (3 s.h.), 262 (1 s.h.), 318, 362 (1 s.h.), 381 (3 s.h.), 485LS, and Special Education 332. Public Health 261 must be taken as a restricted elective.

Formula for calculating Credit Hours in Dance:

For non-studio courses, a semester hour of credit represents at least 3 hours of work each week. A three semester hour course includes three hours of in-class instruction plus six hours of work outside of class for each week.

For Dance Traditions and CoLAB Studio courses, a semester hour of credit represents at least 3 hours each week, including 1.5 hours of in-class instruction plus 1.5 hours of work outside of class for physical practice. Technique courses are 1 semester hour and include 2 – 2.5 hours of in-class instruction plus 1 hours of work outside of class for physical practice each week.

For Choreography courses, a semester hour of credit represents at least 3 hours of work each week. Choreography courses are 2 semester hours and include 2.5 hours of in-class instruction and 3.5 hours of work outside of class for each week.

Major in Music

Program Coordinator: Alan Weinberg, D.M.A.

The Bachelor of Arts in Music is a comprehensive program that provides extensive instruction in technical music skills and interpretive and creative approaches to music within the context of a broad liberal arts degree. Musical skills are developed through studio instruction, ensemble participation, solo performance, study of supporting music courses, and a final capstone experience. The program’s major goals for its students include developing competence and leadership in the major area of study and preparing students for a variety of careers in the field of music and for entry into graduate programs.

Areas of Study

Students may earn the Bachelor of Arts degree with concentrations in voice, keyboard or instrument (violin, viola, cello, flute, oboe, clarinet, bassoon, and French horn).

Advanced Placement:

Advanced placement in certain courses of instruction in music is possible when proficiency in that area is proven by performance or placement tests, and with the approval of the music faculty.

Requirements for a Major in Music (B.A. Degree)

48 semester hours in music, including MUA 103, 7 additional s.h. in applied instruction, and 8 s.h. in an approved ensemble, Music 101, 102, 103, 104, 201, 202, 203, 204, 210, 304, 305, 308, 365, 366, and 3 s.h. chosen from Music 370LS, 399LS, Music 313, and/or Music 413 . All students must pass MUA 046 or an equivalency test by the end of their sophomore year. All students who major in music must participate in applied study and an approved ensemble each semester of enrollment as a major. Attendance at all student recitals and seminars is required for music majors.

Students interested in entering the music education articulation agreement with College of Charleston (MAT in Teaching: Performing Arts Choral Concentration) should take MUS 305, 308, EDU 203, and 9 hours of approved graduate credits in education. Completing these courses does not guarantee admission to College of Charleston.

Major in Studio Art

Program Coordinator: Stephen Nevitt, M.A.

The Art Leadership Semester:

In support of Columbia College's tradition of leadership development, the Art Program provides a variety of ways that a student can develop a Leadership Semester (typically in her junior or senior year). Both coursework and experiential opportunities are available for students to develop the confidence and competence necessary to their development as leaders in the arts.

The following options will aid students in applying the knowledge gained in the classroom to activities that will prepare them for many different sorts of leadership roles in the visual arts.

To enroll for the Art Leadership Semester, students should take Art 399LS in conjunction with enrollment for Art 361, Art 364, Art 366, Art 370E, Art 370G, Art 370M, Art 370P and/or Art 370S. Students will become familiar with the competencies required in professional academic and creative research and presentation. Art 399LS may be repeated for credit multiple times.

In addition to stated requirements, each Art major will be expected to participate in an annual Portfolio Review in which the student will meet with Art program faculty members to examine recent class projects and discuss her progress.

Requirements for a Major in Studio Art (B.A. degree):

The aesthetics requirement in General Education may not be met with a course in Art or Art History. Major courses (48 semester hours) include Art 108, 109, 151, 152, 261, 262, 361; twelve hours chosen from Art 200, 208, 210, 230, 271, 285; three hours chosen from Art 300, 308, 330, 371, 385; three hours chosen from Art 400, 408, 430, 471, 484; six additional upper level studio hours chosen from Art 300, 306, 308, 330, 340, 370E, 370G, 370P, 370S, 371, 385, 400, 408, 430, 471, 484, 495; three hours chosen from Art 362, 363, 364, 365, 366, 367, 368, 370M (maximum of 3 s.h. toward major requirements). There are no restricted electives.

Minor Programs**Minor in Art**

Program Coordinator: Stephen Nevitt, M.A.

Requirements for a Minor in Art

15 semester hours in Art beyond General Education requirements.

Minor in Art History**Requirements for a Minor in Art History**

15 semester hours in Art including Art 261, 262, and nine semester hours chosen from Art 361, 362, 363, 364, 365, 366, 367, 368, and 370M (no more than six semester hours in 370M toward Art History Minor) and Art 399LS (Only when co-enrolled with Art 361, 364, 366, or 370M).

Minor in Communication Studies

Program Coordinator: Tamara Burk, Ph.D.

The minor in Communication Studies develops practical skills in communication competency preparing students for active engagement in their major areas of study.

Requirements for a Minor in Communication Studies

15 Semester hours in addition to Communication 100 and Communication 245 (General Education Multicultural Requirement). Required courses are Communication 210, 220, and 240, and 6 semester hours from Communication 200, 215, 225, 230, 235, 250, 255, 260, 300, 310, 320LS, 330, 335, 350, 355, 360, 365, 499, English 205, and Writing 260. No more than three semester hours of internships may count toward the minor.

Minor in Dance

Program Coordinator: Marcy Yonkey-Clayton, M.F.A.

Requirements for a Minor in Dance

18 hours in Dance. Required courses are Dance 105 or 107; 206; 220 or 320 and 10 semester hours chosen from Dance 117,141,143,189, 207,217, 241,243,289,317,341,343, 389,417,441,443,451,489. In addition, Dance Minors are required to be enrolled in Dance 189/289/389/489 Dance Company for 0-1s.h. each semester they are declared as a Dance Minor. No more than 4 semester hours earned through Dance Company may be counted towards the Minor requirements.

Minor in Music

Program Coordinator: Alan Weinberg, D.M.A.

Requirements for a Minor in Music

18 semester hours in music to include the following: 4 s.h. in applied instruction and 6 s.h. of ensemble, Music 101, 102, 103, and 104. Music minors must be enrolled in applied music and approved ensemble for each semester they are declared as a minor.

Division of Behavioral Studies and Human Inquiry

Division Head: Robin Rosenthal, Ph.D.

Division Faculty

Professor:

Joyce Fields, Ph.D. [Child and Family Studies]

Tandy McConnell, Ph.D. [History]

Karen Thompson, Ph. D. [Psychology]

Catherine (Lisa) Unterseher, Ph.D. [Religion]

Associate Professor:

Heather Hahn, Ph.D. [Philosophy]

Shirley Huisman, Ph.D. [Social Work]

Sharon Jones, Ph.D. [Political Science]

Robin Rosenthal, Ph.D. [Psychology]

Hyman Rubin, III, Ph.D. [History]

Edward Sharkey, Ph.D. [Political Science]

Assistant Professor:

Jeff Cho, Ph.D. [Psychology]

Katrina Spigner, Ed.D. [Organizational Change and Leadership]

Senior Lecturer:

M. Emily Bentley, J.D. [Disaster and Emergency Management]

Harry T. Cooper, Jr., J.D. [Criminal Justice]

D'Michelle DuPre, M.D. [Criminal Justice and Nursing]

Debra Stayner, M.A. [Behavioral Science]

Lecturer:

Jennifer Dollar, M.S.W. [Social Work]

Bethany Fisackerly, M.S. [Child and Family Studies]

The Division of Behavioral Studies and Human Inquiry offers major programs in Behavioral Science, Child and Family Studies, Child Life Specialist, History, Political Science, Psychology, Public Affairs, Religious, Ethical and Cultural Studies, and Social Work. It also offers minor programs in African American Studies, American Studies, Child and Family Studies, Ethics, History, Organizational Leadership, Advocacy and Social Justice, Philosophy, Political Science, Psychology, Religion, and Social Work.

The study of history and political science helps students develop a meaningful perspective on human civilization and civic responsibility. The goals of the courses and programs in these fields are to develop critical and inquiring minds, to deepen the students' appreciation of their heritage, to increase their understanding of their rights and responsibilities in public affairs, and to facilitate the quest for meaning in an active life.

Studies in anthropology, geography, psychology, social work, and sociology provide students with opportunities to pursue their interests in understanding the individual person, human relationships, and social institutions. The courses in these fields develop the student's knowledge and understanding of self, the role of the social environment in shaping human behavior and interactions, and the ability to use this knowledge to impact positive change.

The religion and philosophy curriculum introduces students to the nature of religion, its function in society, and the potential of religion and philosophy to shape ethical, moral and societal values. Religion and philosophy intersect with history, art, literature, psychology, sociology, music, science, and many other fields of study, so students in other disciplines may want to consider a double major in religion or a minor in religion or philosophy. Individual programs of study may be developed for students who wish to combine a concentration in religion or philosophy with a major in another discipline.

Major Programs

Major in Behavioral Science

Program Coordinator: Karen Thompson, Ph.D.

The program's major goals for its students include developing their competence in their major fields of study and preparing them (1) for a variety of careers and (2) for entering graduate school.

Requirements for a Major in Behavioral Science (B.A. degree):

Major courses (33 semester hours) are Anthropology 131; Psychology 102, Psychology 300, Psychology 349; Sociology 282; and 18 hours of electives selected from anthropology, psychology and sociology numbered above 200, no more than 9 hours may be selected from any one discipline.

Major in Child and Family Studies

Program Coordinator: Joyce Fields, Ph.D.

The major in Child and Family Studies is designed for students who have an interest in children, family and the wider social environment. The major is designed to prepare students to enter professional settings upon graduation, whether students have an interest in providing direct services to families or pursuing a career in child life. Further, the program is designed to allow students to specialize in content areas as preparation for graduate study in programs such as family therapy, family law, family medicine, family ministries, or child life. A strong service-learning component of the curriculum allows students to translate academic work into life settings.

Requirements for a Major in Child and Family Studies (B.A. degree):

For the major in Child and Family Studies, the following courses are stipulated in the general education learning domains: in the area of Historical Literacy, Religion 128; in the area of Human Institutions and Behavior, Psychology 102 and Sociology 151; in the area of Scientific Literacy, Biology 105 or 130; in the areas of Literary Knowledge, Philosophical Inquiry or Religious Studies, and Aesthetic Literacy, any course fulfilling the general education guidelines.

Major Courses: (39-48 hours): Child and Family Studies 221, 301, 316, 320, 470D or 480.

In addition, majors with a concentration in Services to Children and Families majors must take: Psychology 342, Child and Family Studies 280, 301 and 318. Twelve hours are to be chosen from the following: Business 202, 325, Child and Family Studies 205, 208, 455, 430, Education 346, Philosophy 154, 205, Psychology 360, 396, 430, 459, Social Work 201, 312, 314, Religion 341, Sociology 268, 448 or Special Education 332.

In addition, majors with a concentration in Child Life must take: Child and Family Studies, 220, 230, 380 and 430. Twelve hours are to be chosen from the following: Biology 190T, Child and Family Studies 205 and 480, Communication 230 and 290K, Psychology 210, 342, 430, Social Work 201, 312, Special Education 332.

In addition, majors with a concentration in Family Law and Social Advocacy must take: Child and Family Studies 205, 280, 318, 455, Sociology 268 or Psychology 390R, and Political Science 420. Nine hours are to be chosen from the following: Child and Family Studies 208, English 275, 285, any 300 level course in literature, Philosophy 205, Political Science 219, 355, Social Work 312, 314, Writing 210, 305, 340, 355.

Major in History

Program Coordinator: Hyman Rubin III, Ph.D.

The major in History prepares students to understand human cultures past and present. Students majoring in History learn to critically read and evaluate a variety of historical sources, to develop ideas based on historical evidence, and to effectively present their ideas to others in a variety of formats. The study of history has traditionally prepared students for careers in business, public service, journalism, teaching, law, and ministry.

Requirements for a Major in History (B.A. degree):

33 semester hours in History beyond the General Education requirements. Major courses are History 200, 493; six hours in U.S. History chosen from History 207, 208, 345; six semester hours in European History; and six semester hours from African/Asian/Latin American History. A maximum of six semester hours in Political Science may be counted toward the remaining nine hours with approval of the program, but internships may not be counted toward the nine additional hour.

Requirements for a Major in History (B.S. degree):

36 semester hours in History beyond the General Education requirements. Major courses are History 200, 493; six hours in U.S. History chosen from History 207, 208, 345; six semester hours in European History; and six semester hours from African/Asian/Latin American History; and three hours chosen from Economics 201, Math 140, Psychology 300. A maximum of six semester hours in Political Science may be counted toward the remaining nine hours with approval of the program, but internships may not be counted toward the nine additional hours.

Major in Political Science

Program Coordinator: Edward Sharkey, Ph.D.

The major program in Political Science is designed for students who have an interest in government, politics or the law. The program provides students with the basic foundation needed for graduate study in political science, public administration, or for law school.

Requirements for a Major in Political Science (B.A. degree):

Major courses (36 hours) are Political Science 101, 225, 240, 303, 420, 493 and 18 hours of Political Science electives numbered above 200. A maximum of 6 semester hours in History may be counted toward the elective hours with the approval of the program.

Major in Psychology

Program Coordinator: Karen Thompson, Ph.D.

The program's major goals for its students include developing their competence in their major fields of study and preparing them (1) for a variety of careers and (2) for entering graduate school.

Requirements for a Major in Psychology (B.A. degree):

Major courses (36 hours) are Psychology 102, 300, 349 and 27 hours of Psychology electives numbered above 200.

Requirements for a Major in Psychology (B.S. degree):

Major courses (39 hours) are Psychology 102, 300, 349, 3 semester hours of faculty-mentored research, and 27 s.h. Psychology elective numbered above 200.

Major in Public Affairs

Program Coordinator: Tandy McConnell, Ph.D.

The major program in Public Affairs is designed to prepare students for careers in government service, politics, policy, non-profit administration, and for study beyond the bachelor's degree in such areas as law and public administration. The program draws from several disciplines, allowing students considerable flexibility to gear their programs to their particular career goals.

Requirements for a Major in Public Affairs (B.A. degree):

33 semester hours beyond the General Education requirements. Political Science 101 must be taken to meet the general education requirements in Human Institutions and Behavior. Required courses are Public Affairs 493; American History (at least two courses selected from History 207, 208, 209, 345); Political Science 219, 250, 350, 420, 470LS. The remaining nine hours may be met with any of the following courses: Business 261, 262, 302; Communication 220, 240, 250, 330, 335; Economics 201; History 210, 215, 220, 225, 232, 260, 291, 292, 310, 315, 335, 336, 340, 385, 391, 392, 432, 441, 459, 472, 491, 492; Mathematics 140 or Psychology 300; Political Science 211, 225, 230, 250, 291, 292, 303, 340, 355, 360, 391, 392, 491, 492; Public Affairs 201; Sociology 268; Writing 305. Political Science 493 may be taken in place of Public Affairs 493. Students may also propose courses or independent studies to meet their personal educational and professional goals.

Requirements for a Major in Public Affairs, Applied Leadership and Advocacy Track (B.A. degree):

Thirty-six semester hour beyond the General Education requirements. Political Science 101 must be taken to meet the general education requirements in Human Institutions and Behavior. Required courses are American History (two courses selected from History 207, 208, 345); Political Science 219, 225 or 303, 250 or 202, 304; and at least nine hours chosen from among the following: any History, Political Science or Public Affairs course; Anthropology 310; Business 333LS, 400LS; Communication 320LS, 330, 335, 340; Geography 164; Philosophy 353; Sociology 448, 477; Writing 260, 305. Majors must also complete nine additional hours of applied coursework equally distributed across three content areas (state/local, national and international). Such experiences might include internships, applied research projects, travel study experiences, and the Model UN.

Major in Religion and Philosophy

Program Coordinator: Heather Hahn, Ph.D.

The academic study of philosophy and religion prepares students to respond to changing times, drawing from ancient wisdom traditions. We integrate traditional learning with creative approaches, encouraging students to question what constitutes a just society and to take up an active role in improving their world. Graduates of our program can go on to become lawyers, librarians, publicists, campus religious directors, church camp directors, editors, doctors, diplomats, foreign service officers, mediators, ministers or pastors, missionaries, political activists, religious educators, and professors, to name but a few professional opportunities.

Requirements for a Major in Religion and Philosophy (B.A. degree):

33 hours beyond the General Education requirements in either Religious Literacy or Philosophical Inquiry: Religion 128; either Philosophy 153 or 353; either Religion 127 or 341; 3 hours selected from Philosophy/Religion 210, 354, or 355; 12 additional hours in Philosophy; and 9 additional hours in Religion. Political Science 240 may also count toward philosophy hours. At least 9 hours must be numbered 300 or above.

Major in Social Work

Program Coordinator: Shirley Huisman, Ph.D.

The program's major goals for its students include developing their competence in their major fields of study and preparing them (1) for a variety of careers, (2) for entering graduate school, and (3) to become certified for beginning social work practice through the Social Work Program, which is fully accredited at the baccalaureate level by the Council on Social Work Education.

Requirements for a Major in Social Work (B.A. degree):

Biology 105 or Biology 130 must be taken to satisfy the Scientific Literacy general education requirement. Sociology 151 must be taken to satisfy the Human Institutions and Behavior general education requirement. Psychology 102 and Political Science 101 are required as restricted electives. Major courses (43 hours) are Social Work 201, 255, 268, 301, 302, 349, 350, 355, 450, 480, 487, 488, and Psychology 300.

Minor Programs**Minor in African American Studies**

The African American Studies minor is intended to complement and enhance the student's work in her major discipline by offering a multidisciplinary approach to African and African American studies. Students who minor in African American Studies must meet any prerequisite requirements for individual courses that count toward the minor.

Requirements for a Minor in African American Studies

15 hours from the following: Art 366, Communication 300, English 251, English 252, French 450, History or Political Science 260, History 305, History or Political Science 335, Religion 237, Sociology or Social Work 268.

Minor in American Studies

Program Coordinator: Tandy McConnell, Ph.D.

American Studies incorporates a broad range of disciplines, including cultural studies, art history, political science, religion, history and literature. The minor in American Studies helps prepare students for careers that demand facility in research, analysis, critical thinking, as well as written and oral communication. Students are prepared for careers in journalism, advertising, teaching, ministry, diplomacy, military service, business, and professional writing.

Requirements for a Minor in American Studies

18 semester hours in addition to General Education, to include History 345 and 15 hours from the following (at least two disciplines must be represented): Art 366, Communication 300, English 240, 250, 251, 252, 340, 372, 375, 425, History 207, 208, 215, 220, 225, 250, 340, 419, 449, 458, 459, History or Political Science 260, Music 205, Political Science 101, 201, 202, 219, 220, 325, 355, 360, 420, Religion 231, 237.

Minor in Cultural Anthropology

Program Director: Debra Stayner, M.A.

Cultural Anthropology is one of the four fields of concentration within the discipline of Anthropology. The main focus of this branch of Anthropology is the study of cultural similarities and differences based on ethnographic research, and how people create and negotiate meaning and context within and across cultures and societies. Using an anthropological lens to explore themes such as race, gender, class, tourism, spirituality, popular culture, the environment, globalization, and conflict resolution, students develop and strengthen their intellectual and cross-cultural skills while connecting to topics that affect us as local and global citizens.

Requirements for a Minor in Cultural Anthropology

15 semester hours in addition to Anthropology 131: 6 hours chosen from Anthropology 140, 220, 240, 310 and 9 additional hours chosen from Anthropology 140, 220, 240, 310; Art 205; Business 405, Communication 340; Dance 320; Geography 164; Gender and Women's Studies 300; History 305; Music 206; Philosophy 200, 223; Political Science 211, 405; Religion 127, 341; and Sociology 268.

Minor in Ethics

Program Coordinator: Heather Hahn, Ph.D.

Requirements for a Minor in Ethics

Sixteen semester hours including Philosophy 253, 353, 398, three hours selected from Business 300, Psychology/Social Work 201, and Religion 302, and six hours of Ethics in Context selected from Biology 240, 381; Business 202, 203; Communication 340; Education 318; History 210; Leadership 201; Political Science 325, 350; Psychology 210; Religion 237, and Writing 355.

Minor in History

Program Coordinator: Hyman Rubin III, Ph.D.

Requirements for a Minor in History

18 semester hours in History.

Minor in Organizational Leadership, Advocacy and Social Justice

The purpose of the minor in Organizational Leadership, Advocacy, and Social Justice is to provide students the opportunity to acquire knowledge and skills that will better prepare them for careers in public and nonprofit agencies such as United Way Affiliated Agencies, charitable foundations such as the Sisters of Charity and the Susan Koman Foundation, private nonprofit organizations such as the SC School Improvement Councils and SC Fair Share, as well as other philanthropic organizations such as March of Dimes, the Heart Association etc.

Requirements for a minor in Organizational Leadership, Advocacy and Social Justice

18 semester hours to include Political Science 250 or Social Work 255, Psychology 360, Sociology 448, Sociology 477 and six hours chosen from the following: Anthropology courses numbered above 200, Leadership 201, Philosophy 253, Political

Science 201 or 202, Political Science 219, 350, 405, Psychology 201, 282, Sociology 268, Social Work 480, and Writing 305.

Minor in Philosophy

Program Coordinator: Heather Hahn, Ph.D.

Philosophy is the application of reason to the vital questions of existence—God, being, knowledge, morality, society, politics, science, and art. Philosophy courses emphasize 1) reading the original works of philosophers, 2) examining philosophical ideas in the context of their historical period and its prevailing assumptions, and 3) learning to think critically and philosophically. A minor in philosophy is excellent preparation for law school, seminary, graduate work in the humanities or social sciences, public service, or teaching.

Requirements for a Minor in Philosophy:

15 semester hours in Philosophy, 9 of which are numbered 200 or above. Political Science 240, Political Philosophy and the Pursuit of Justice, may be counted toward the minor.

Minor in Political Science

Program Coordinator: Edward Sharkey, Ph.D.

Requirements for a Minor in Political Science:

15 semester hours in Political Science. Required course is 101 and 12 additional s.h. of Political Science electives.

Minor in Psychology

Program Coordinator: Karen Thompson, Ph.D.

Requirements for a Minor in Psychology:

18 semester hours in Psychology. Required courses are 102 and 15 additional s.h. of Psychology electives numbered 200 or higher (excluding independent study and internships hours).

Minor in Religion

Program Coordinator: Catherine (Lisa) Howard, Ph.D.

Courses in religion acquaint students with the critical, reflective study of religion in its many cultural, literary and historical manifestations. Contemporary leaders in our global world require sensitivity to religious and cultural diversity, awareness of ethical values, and an understanding of the spiritual dimension of human life. A religion major or minor helps to prepare students for leadership roles in a variety of professional fields.

Requirements for a Minor in Religion

15 semester hours in Religion including Religion 127. One course in philosophy may be counted toward a minor in Religion.

Minor in Services to Children and Families

Program Coordinator: Joyce Fields, Ph.D.

The purpose of this minor is to provide students from a variety of majors the opportunity to strengthen their understanding of the dynamics of families, the resources and services that support families as well as those programs and services that protect, nurture and intervene on behalf of children and youth. It will also include courses that focus on skill development for the provision of those services and programs.

Requirements for a Minor in Services to Children and Families

18 semester hours to include Child and Family Studies 221 and 280, and 4 courses chosen from the following: History/Political Science 405, Psychology 459, Social Work 312 and 314, Child and Family Studies 208, 316, 318, 320, 430, and 455.

Minor in Social Work

Program Coordinator: Shirley Huisman, Ph.D.

Requirements for a Minor in Social Work:

18 semester hours. Required courses are Social Work 201, 255, 350, 355, 450 and one course from the following: Social Work 301, 302, 480, or Psychology 342.

Other Programs

Pre-Law Curriculum

Most law schools do not insist on a specific major, but they are looking for good students with sharp academic skills in reading, analysis, and composition. Law school bulletins encourage applicants to take courses in history and political science as well as other fields. Pre-law students not majoring in history, political science, or public affairs should consider taking several of the following courses:

- American Culture
- American History
- South Carolina History
- American National Government
- Political Philosophy
- Constitutional Law
- Introduction to Sociology
- General Psychology
- Accounting
- Literature
- Writing
- Advanced Public Speaking
- Persuasion
- Rhetoric of Public Advocacy
- Political Communication

(Many of these courses will count toward satisfaction of the General Education requirements or major requirements.)

Division of Business, Mathematics, and Sciences

Division Head: Madeleine Schep, Ph.D.

Division Faculty

Professor:

- Julia Baker, Ph.D. [Chemistry]
- Mona El Shazly, Ph.D. [Business]
- Laurie B. Hopkins, Ph.D. [Mathematics]
- Madeleine Schep, Ph.D. [Mathematics]

Associate Professor:

- Yuan Li, Ph.D. [Business]
- Kirt Moody, Ph.D. [Biology]
- Adrienne Oxley, Ph.D. [Chemistry]
- Scott Smith, Ph.D. [Mathematics]

Assistant Professor:

- Jessica Allen, Ph.D. [Biology]
- Quintong Hu, Ph.D. [Mathematics]
- Virginia Johnson, Ph.D. [Mathematics]
- George Kaufman, Ph.D. [Chemistry]
- Marlee Marsh, Ph.D. [Biology]

Senior Lecturer:

- D'Michelle DuPre, M.D. [Criminal Justice and Nursing]

Lecturer:

- Travis Dalton, M.B.A. [Business and Computer and Information Science]
- Hadia Ghandour, M.B.A. [Global Business]
- Alice K.C. Lou, M.S. [Mathematics]
- Maria Markovich, M.A. [Mathematics]
- Vida Mingo, Ph.D. [Biology]
- Susan Rolfe, M.A. [Business]

Chief Nursing Administrator:

- Judy Paull, M.S.N., D.N.P., A.R.N.P. [Nursing]

The Division of Business, Mathematics, and Sciences offers major programs in Biochemistry, Biology, Business, Chemistry, Computer and Information Science, and Mathematics. It also offers minor programs in Applied Computing, Biology, Chemistry, Computer and Information Science, Management, Mathematics, and Public Health.

The major program in business is committed to preparing students for careers in business, government and industry and to provide them with strong fundamentals that would allow them to pursue graduate studies. Students are encouraged to develop their confidence and competence through classroom instruction and internship placements. A Bachelor of Arts in Business is offered with a choice of one of three areas of concentration: Accounting, Business Administration, and Business Analytics.

The courses and programs in mathematics and computing endeavor (1) to contribute to the mathematical and computing competency of all students, (2) to help prepare students for graduate study in their chosen fields, (3) to provide sound preparation for those who intend to teach, (4) to prepare students for mathematics and computing related careers in business, industry, and government, and (5) to encourage students to explore and reflect on what leadership means to them, the discipline and the community.

It is the purpose of the courses and programs in the biological and physical sciences (1) to contribute to the cultural environment of the science and non-science student body, (2) to prepare students for graduate study in their chosen fields. The elementary courses stress general educational values and the advanced courses are devoted to technical training. The major programs in biology and chemistry support pre-professional programs in medicine, dentistry, and pharmacy.

The physical education activity (PEA) courses may be taken as electives. The goals of the PEA courses are to aid students in developing realistic concepts of obtaining and maintaining a healthy lifestyle and understanding the role of physical activity in their lives both as students and as college graduates; to guide students in acquiring the knowledge, attitude and behaviors necessary to maintain a healthy lifestyle; and to offer students who have professional interests in areas related to physical education or health, an opportunity to acquire the knowledge, skills, and certifications necessary to pursue their professional interests. The PEA courses are specifically designed to help students develop new motor skills and general cognitive abilities.

A limit of six semester hours in PEA courses may count toward graduation requirements with a limit of one course per semester. Additional courses may be taken and will appear on transcripts but will not be counted towards the 127 hours needed for graduation. All one semester hour PEA courses are offered on a pass-fail basis and those receiving one hour credit will meet the equivalent of two class periods each week.

Major Programs

Major in Biology

Program Coordinator: Kirt Moody, Ph.D.

Requirements for a Major in Biology (B.A. degree):

Major courses in Biology (37 hours) must include Biology 101, 110, 225, 240, 350, 381, and 16 additional elective Biology hours. Chemistry 121 must be taken to satisfy the scientific literacy requirement for general education. The quantitative reasoning requirement for general education must be met with Mathematics 104, 107 or 160. Chemistry 122 must be taken as a specified elective.

Requirements for a Major in Biology (B.S. degree):

Major courses in Biology (42 hours) must include Biology 101, 110, 201, 225, 240, 350, 381, and 20 additional elective Biology hours. Up to 4 of these elective credits may be satisfied with hours based on internship, independent study and/or research. Biology 201, 301, or 401 must be taken during the senior year. Physics 221 and 222 must be taken to satisfy the scientific literacy and Bachelor of Science requirements. The quantitative reasoning for General Education must be met with Mathematics 160. Chemistry 121, 122, 261, and 262 must be taken as specified electives.

Major in Business

Program Coordinator: Yuan Li, Ph.D.

Students majoring in Business must complete 19 hours of core business courses and 24 hours in the area of concentration of their choice. All students majoring in Business must take at least 12 hours of the core and 15 hours of the concentration at Columbia College.

Requirements for a Major in Business (B.A. degree):

Mathematics 140 must be taken to satisfy the quantitative reasoning requirement. Business 350 must be taken to satisfy the information technology and literacy requirement. Economics 201, 202, and Mathematics 107 must be taken as restricted electives. Major courses (43 hours) are the core courses (19 hours) Business 261, 262, 311, 371, 401, and 470I and the courses (24 hours) in one of the concentration areas of Accounting, Business Administration, and Business Analytics.

Accounting concentration courses are [Evening*]: Business 363, 364, 367, 368, 465 and 466. Students also choose 6 hours from Business 202, 203, and 360.

***Note:** Business 360, 363, 364, 367, 368, 465, and 466 are offered through the Evening College.

Business Administration concentration courses are: Business 202, 203, 310, 444, and 455. Students also choose 9 hours from Business 325, 340, 380, 405, and 471.

Business Analytics concentration courses are [Evening*] : Business 353, 409, and 410; Computer and Information Science 110, 111, 350; and 6 additional hours from Business courses 202, 203, 310, 325, 360, 380, 401, 444, 471 or Computer and information Science 211, 212, 230, 340, or 440.

***Note:** BUS 353, 409, and 410 are offered through the Evening College.

[Evening*] The Accounting and Business Analytics concentrations are offered by the Evening College. Women's College students may select these concentrations. Upper-level accounting, business analytics, and all Computer and Information Science courses will be offered through the Evening College. Students concentrating in Accounting or Business Analytics must officially co-enroll for all Evening College courses taken. Co-enrollment restrictions and waiting periods will be automatically waived.

Major in Chemistry

Program Coordinator: Julia Baker, Ph.D.

The major in Chemistry offers two tracks: chemistry and biochemistry. The chemistry track prepares students for graduate work in chemistry or employment in the chemical industry. The biochemistry track prepares students for graduate work in biochemistry and the health professions.

Requirements for a Major in Chemistry (B.A. degree):

Major courses in Chemistry (33 hours) must include Chemistry 101, 121, 122, 261, 262, 332, 355, 356, and 4 additional Chemistry hours. Physics 221 must be taken to satisfy the Scientific Literacy requirement for General education. The Quantitative Reasoning requirement for General Education must be met with Mathematics 160. Mathematics 165 and Physics 222 must be taken as specified electives.

Requirements for a Major in Chemistry, Biochemistry track (B.S. degree):

Major courses in Biochemistry (46 hours) must include Chemistry 101, 121, 122, 201, 261, 262, 332, 342, 355, and 442. Additionally students must take Biology 225, 350, and one additional 4 semester hour biology course numbered 300 or above. Chemistry 201, 301, or 401 must be taken during the senior year. The Quantitative Reasoning requirement for General Education must be met with Mathematics 160, the Scientific Literacy requirement must be met with Physics 221, and the Bachelor of Science requirement must be met with Physics 222. Biology 110, Mathematics 165, and either Mathematics 140 or Mathematics 260 must be taken as specified electives.

Requirements for a Major in Chemistry, Chemistry track (B.S. degree):

Major courses in Chemistry (42 hours) must include Chemistry 101, 121, 122, 201, 261, 262, 332, 342, 355, 356, and 8 additional elective Chemistry hours. Up to 4 of these elective credits may be satisfied with hours based on internship, independent study and/or research. Chemistry 201, 301, or 401 must be taken during the senior year. The Quantitative Reasoning requirement for General Education must be met with Mathematics 160. Physics 221 and 222 must be taken to satisfy the Scientific Literacy and Bachelor of Science requirements. Biology 110, Mathematics 165, and Mathematics 260 must be taken as specified electives.

Major in Computer and Information Science

Program Coordinator: Madeleine Schep, Ph.D.

Requirements for a Major in Computer and Information Science (B.A. degree) [Evening*]:

Mathematics 150 must be taken to satisfy the Quantitative Reasoning requirement for General Education. Major courses are 33 hours in Computer and Information Science (CIS) including Computer and Information Science 109 or 110, 111, 211, 212, 221, 230, 250, 340, 350, one of Computer and Information Science 430 or 440, and three semester hours in Computer and Information Science 470 or 498. In addition, the following courses must be taken: Mathematics 107 and 140, Economics 201, Business 261, one of Business 401 or 405 and 6 semester hours chosen from courses in Business or Economics numbered 200 or higher. These additional courses may be used to satisfy general education requirements, or requirements for a minor or a second major.

Note: CIS 110, 111, 211, 212, 221, 230, 250, 340, 350, 430 and 440 are offered through the Evening program.

Requirements for a Major in Computer and Information Science (B.S. degree) [Evening*]:

Mathematics 150 must be taken to satisfy the Quantitative Reasoning requirement for General Education. Major courses are 36 hours in Computer and Information Science including Computer and Information Science 109 or 110, 111, 211, 212, 221, 230, 250, 313, 340, 350, one of Computer and Information Science 430 or 440, and three semester hours from Computer and Information Science 470 or 498. In addition, the following courses must be taken: Mathematics 140, 160, and 165, Economics 201, Business 261, one of Business 401 or 405, and 6 semester hours chosen from courses in Business or Economics numbered 200 or higher. These additional courses may be used to satisfy general education requirements, or requirements for a minor or a second major.

Note: CIS 110, 111, 211, 212, 221, 230, 250, 313, 340, 350, 430 and 440 are offered through the Evening program.

[Evening*]: The Computer and Information Science programs are offered by the Evening College. Women's College students may major/minor in these programs; however, many major courses will be offered through the Evening College on its time schedule. While students majoring/minoring in these programs must officially co-enroll for all Evening College courses taken, the usual co-enrollment restrictions and waiting periods are automatically waived for courses required by their major/minor programs.

Major in Global Business

Program Coordinator: Mona El Shazly, Ph.D.

Students majoring in Global Business must complete 24 hours of core business courses and 19 hours in Global Business. All students majoring in Business must take at least 12 hours of the core and 9 hours in Global Business at Columbia College. Global Business students are strongly encouraged to take Business 350 to fulfill the Information and Technology Literacy requirement.

Requirements for a Major in Global Business (B.A. degree):

Major courses (43 hours) are the core courses (24 hours) Business 202, 203, 261, 262, 311, 371, and Economics 201 and 202, and the courses in Global Business (19 hours): Global Business 401, 403, 405, 407, 470, and 498. Restricted electives are Geography 164, Mathematics 107 or 160, Mathematics 140, and 2 language courses beyond the General Education Modern Language requirement*. Those restricted electives can satisfy the requirements for the General Education program, a minor or another major.

* Students with an academic credential in a language other than English are exempted from the language requirement.

Requirements for a Major in Global Business (B.S. degree):

Major courses (43 hours) are the core courses (24 hours) Business 202, 203, 261, 262, 311, 371, and Economics 201 and 202, and the courses in Global Business (19 hours): Global Business 401, 403, 405, 407, 470, and 498. Restricted electives are Geography 164, Mathematics 140, Mathematics 160, and 2 language courses beyond the General Education Modern Language requirement*. Those restricted electives can satisfy the requirements for the General Education program, a minor or another major.

* Students with an academic credential in a language other than English are exempted from the language requirement.

Major in Mathematics

Program Coordinator: Virginia Johnson, Ph.D.

Requirements for a Major in Mathematics (B.A. degree):

The General Education core requirement for Quantitative Reasoning must be met with Mathematics 160. Major courses are 40 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 220, 260, 265, 305, one of 240 or 340 or 343, 380, 399LS, 405, 460, either 498 or one of 470 or 470A, and Computer and Information Science 211. The

additional 3 hours may be chosen from any mathematics course numbered 200 or higher. Honors 498 may be substituted for Mathematics 498 with the consent of the program coordinator. In addition, Economics 201 and 202 must be taken as electives or part of some major or minor program or learning domain.

Requirements for a Major in Mathematics (B.A. degree, certifying to teach):

The General Education core requirement for Quantitative Reasoning must be met with Mathematics 160. Major courses are 33 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 220, 260, 265, 305, 325, one of 240 or 340 or 343, 380, 405, and Computer and Information Science 211.

The following 39 hours in professional education courses must also be taken: Education 150, 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 379, 381, 420M, 485LS, and Special Education 332.

Requirements for a Major in Mathematics (B.S. degree):

The General Education core requirement for Quantitative Reasoning must be met with Mathematics 160. Major courses are 43 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 220, 260, 265, 305, one of 240 or 340 or 343, 360, 380, 399LS, 405, 460, either 498 or one of 470 or 470A, and Computer and Information Science 211. The additional 3 hours may be chosen from any mathematics course numbered 200 or higher and one Computer and Information Science course numbered 212 or higher. Honors 498 may be substituted for Mathematics 498 with the consent of the program coordinator. Physics 221 and 222 must be taken as electives or as general education courses to satisfy the Scientific Literacy learning domain.

Requirements for a Major in Mathematics (B.S. degree, certifying to teach):

The General Education core requirement for Quantitative Reasoning must be met with Mathematics 160. Major courses are 36 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 220, 260, 265, 305, 325, one of 240 or 340 or 343, 380, 405, 460, and Computer and Information Science 211. The additional 3 hours may be chosen from any mathematics course numbered 200 or higher, or a Computer and Information Science course numbered 212 or higher.

The following 39 hours in professional education courses must also be taken: Education 150, 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 379, 381, 420M, 485LS, and Special Education 332.

Major in Public Health Science and Delivery

Program Coordinator: Kirt Moody, Ph.D.

The Public Health Science and Delivery major seeks to improve human health by applying knowledge from multiple disciplines to develop an understanding of public health science and the skills of public health delivery. Students learn to develop advocacy programs that incorporate current health data on critical areas of health behavior and concerns. Their understanding is grounded scientifically, but with due consideration to human rights and cultural perspectives that characterize our multi-cultural citizenry.

Requirements for a Major in Public Health Science and Delivery (B.A. degree):

The major courses in public health science and delivery (41-43 hours) include Public Health 111, 112, 270A, and 370LS; Biology 120 and 130; Psychology 102; four hours chosen from Chemistry 100 and 121; three hours chosen from Public Health 262 and Psychology 210; three hours chosen from Public Health 261 and 264; three hours chosen from Public Health 263, Psychology 240, and Sociology 240; three hours chosen from Political Science 230 and 250; three hours chosen from Communication Studies 230, 250, and 310; and three hours chosen from Computer and Information Science 100 and 109. Biology 110 must be completed to satisfy the Scientific Literacy requirement; Mathematics 140 must be completed to satisfy the Quantitative Reasoning requirement; and Political Science 101 must be completed to satisfy the Human Institutions and Behavior requirement. Service-learning will be incorporated into appropriate upper-level Public Health courses and within the required General Education courses.

Requirements for a Major in Public Health Science and Delivery (B.S. degree):

The major courses in public health science and delivery (45-47 hours) include Public Health 111, 112, 270A, and 370LS; Biology 120, 130, and 265; Psychology 102; four hours chosen from Chemistry 100 and 121; three hours chosen from Public Health 262 or Psychology 210; three hours chosen from Public Health 261 and 264; three hours chosen from Public Health 263, Psychology 240, and Sociology 240; three hours chosen from Political Science 230 and 250; three hours chosen from Communication Studies 230, 250, and 310; and three hours chosen from Computer and Information Science 100 and 109.

Biology 110 must be completed to satisfy the Scientific Literacy requirement; Mathematics 160 must be completed to satisfy the Quantitative Reasoning requirement; and Political Science 101 must be completed to satisfy the Human Institutions and Behavior requirement. Service-learning will be incorporated into appropriate upper-level Public Health courses and within the required General Education courses.

Minor Programs

Minor in Applied Computing

Program Coordinator: Madeleine Schep, Ph.D.

Requirements for a Minor in Applied Computing

18 semester hours including Computer and Information Science 109 or 110 and 230, and the completion of one of the following tracks. **[Evening*]**

Business Track: Business 203, 310, 320, and 350.

Business Analytics Track: Computer and Information Science 111, Computer and Information Science 350, Business 353, Business 409.

Insurance Technology Track: BUS 190G, BUS 290E, Computer and Information Science 340, one of: Computer and Information Science 111 or Computer and Information Science 470.

Science Track Mathematics 140, Computer and Information Science 211, one of Biology 120 or Physical Science 132, and one of Biology 240 or 381.

Web Development Track: Computer and Information Science 111, 350, 430, and one of Business 310 or Communication Studies 280.

Writing for Digital Media Track: Writing 200 and nine semester hours chosen from Writing 150, 330, 350, 355, and 425.

Or, any track from the Applied Computing minor from the University of South Carolina or Benedict College. These tracks include:

- University of South Carolina: Media Arts, Information Science and Architecture, Information Security and Privacy, Geographic Information Systems, E-Commerce for Tourism, Web Development, Networking, Project Management, Database Technology
- Benedict College: Accounting, Business Administration, Management, Mass Communication, Fine Arts

[Evening*]: The Computer and Information Science programs, Business Analytics concentration, and Insurance Technology courses are offered by the Evening College. Most courses in these programs, including CIS 110, 111, 211, 340, 350, 430, BUS 353, 409, and BUS 190 (Fundamentals of Risk Management and Insurance), BUS 290 (Insurance Company Operations) will be offered through the Evening College on its time schedule. While students minoring in Applied Computing must officially co-enroll for all Evening College courses taken, the usual co-enrollment restrictions and waiting periods are automatically waived for courses required by their major/minor programs.

Minor in Biology

Program Coordinator: Kirt Moody, Ph.D.

Requirements for a Minor in Biology

20 s.h. including Biology 110, 225, and 12 more semester hours of Biology courses numbered 200 or higher. These hours cannot include independent studies or internships.

Minor in Chemistry

Program Coordinator: Julia Baker, Ph.D.

Requirements for a Minor in Chemistry

20 hours in Chemistry. Required courses are Chemistry 121, 122, and 261 and 8 additional semester hours of chemistry courses numbered 200 or higher (excluding independent study and internship hours)

Minor in Computer and Information Science

Program Coordinator: Madeleine Schep, Ph.D.

The minor in Computer and Information Science is not open to students majoring in Computer and Information Science.

Requirements for a Minor in Computer and Information Science: [Evening*]

18 s.h. including Computer and Information Science 109 or 110, Computer and Information Science 111, and 12 additional hours chosen from Computer and Information Science courses numbered 200 and higher. Mathematics 150 may count toward those 12 hours.

[Evening*]: The Computer and Information Science programs are offered by the Evening College. Women's College students may major/minor in these programs; however, many major courses will be offered through the Evening College on its time schedule. While students majoring/minoring in these programs must officially co-enroll for all Evening College courses taken, the usual co-enrollment restrictions and waiting periods are automatically waived for courses required by their major/minor programs.

Suggested advising tracks

The following are suggested tracks that students may elect to pursue. However, students are not required to select a designated track. All tracks require Computer and Information Science 109 or 110, and Computer and Information Science 111. The suggested tracks are:

Web Design track

This track provides students with the knowledge and skills necessary to develop sophisticated interactive websites.

CIS 230 Introduction to Web Development

CIS 350 Database Management System

CIS 430 Advanced Web Development

One additional CIS course numbered 200 or higher, or Mathematics 150

Information System track

This track is appropriate for students interested in efficient integration of computer applications in business.

CIS 340 System Analysis and Design

CIS 350 Database Management System

CIS 440 Management Information System

One additional CIS course numbered 200 or higher, or Mathematics 150

Programming track

This track provides a solid programming background for students interested in computer programming. It can lead to programming in a wide variety of areas such as internet programming, programming in the sciences, bioinformatics, etc.

CIS 211 Programming I

CIS 212 Programming II

CIS 313 Programming III

Mathematics 150 or one additional CIS course numbered 200 or higher

Information System Technology track

Students completing this track will be able to provide technical computer support for hardware and software. It would be very beneficial, for example, to students planning to work in a small business environment.

CIS 221 Fundamentals of Hardware and Software

CIS 250 Networks

CIS 230 Introduction to Web Development or CIS 350 Database Management Systems

One additional CIS course numbered 200 or higher, or Mathematics 150

Minor in Management

Program Coordinator: Yuan Li, Ph.D.

Non-business majors may select a minor in Management. 15 hours must be completed. 9 of the 15 hours must be earned at Columbia College.

Requirements for a Minor in Management:

Fifteen semester hours in Business. Required courses are Business 202, 203, 311, 325, and 405. Minor in Management is not available to students majoring in Business.

Minor in Mathematics

Program Coordinator: Nieves McNulty, Ph.D.

Requirements for a Minor in Mathematics:

18 semester hours in mathematics courses numbered 150 or higher.

Minor in Public Health Science and Delivery

Program Coordinator: Kirt Moody, Ph.D.

The Public Health Science and Delivery minor will allow students from multiple disciplines to acquire further knowledge and to develop additional skills that can be applied and utilized in a community health care setting. Students will be given an opportunity to apply the various concepts from their major area of study to a health advocacy program aimed at enhancing public health practices. The minor will include a capstone experience that can be integrated into the student's requirements for their major. The required community health experiences will be given due consideration to human rights and cultural perspectives that characterize the multi-cultural citizenry in today's modern society.

Requirements for a Minor in Public Health Science and Delivery:

The minor in Public Health includes the successful completion of 18 semester hours. The courses for the minor in public health must include Public Health 111, 112, 120, 270A and 370LS; three semester hours chosen from Public Health 261, 262, 263, and 264; and three semester hours chosen from Mathematics 140 or Psychology 300.

Division of Education

Division Head: Chris Burkett, Ed.D.

Division Faculty

Professor:

James Lane, Ph.D. [Elementary Education]

Doris Layton, Ph.D. [Divergent Learning]

Lynne Noble, Ph.D. [Education]

Tracy West, Ph.D. [Special Education]

Associate Professor:

Sandra Ayers, Ph.D. [Early Childhood Education]

Chris Burkett, Ed.D. [Education]

Regina Lemmon, Ph.D. [Speech Language Pathology]

Assistant Professor:

Jessica Berry, Ph.D. [Speech Language Pathology]

Marla Sanders, Ph.D. [Education]

Amanda Stefanski, Ph.D. [Special Education]

Lecturer:

Amy Ellisor, M.Ed. [Education]

Falicia Harvey, Ph.D. [Higher Education Administration]

Directors:

Karis Clarke, Ph.D., Director of Teacher Education

Kathy Coskrey, M.Ed., Director of Field Experience for Education

The Division of Education offers undergraduate majors in the areas of Early Childhood Education, Elementary Education, Special Education, Speech Language Pathology, and Middle Level Education.

Education Program

In addition to meeting Columbia College requirements for graduation, most majors in the Division of Education also meet South Carolina Department of Education certification requirements. Columbia College's Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the State Board of Education. The division also provides certain professional certification requirements for other approved basic programs in teacher certification, including Dance, English, and Mathematics. Master of Education programs are offered in Divergent Learning and Higher Education Administration (see *Columbia College Graduate School Bulletin*).

Teacher Education Program Requirements and Policies

The Columbia College Education Division has specified six Target Points for assessment of each teacher candidate's qualifications, performance and progress in a certifying degree program. At each Target Point multiple measures are used to

determine that the candidate has the appropriate level of content and pedagogical knowledge and skills as well as the appropriate professional dispositions. The Target Points communicate the expectations of the Education Division for candidate progress in gaining the proficiencies set forth in the program, major, state and national standards. Results of the assessments are used to provide feedback in guiding the candidate's development as a professional educator. Reaching each Target Point at the appropriate time is a measure of the candidate's advancement toward becoming a Collaborative Professional in embodying the attitudes and skills of dedicated professionals and commitment to working with others to provide a quality education for all students. The expectation is that throughout the program the candidates will have both acquired and demonstrated the content knowledge, professional dispositions and teaching skills to effectively help all students learn. Additional program area assessments are used to inform the unit assessment system.

Further information on the Target Points can be found through information forums held in September and February of each year, through the Education Program Office (AP 106, 786.3558) and through the Teacher Education Handbook updated annually on the Web site www.columbiasc.edu.

Target Point One

The first Target Point indicates the intention to become a certified teacher and will be met by First Year students in the spring semester. At Target Point One the candidate will submit:

1. An Intent to Certify form which includes scores from all three Praxis I tests (required) and an overall GPA of 2.0 minimum.
2. Target Point One can be met by **taking** Praxis I. All three Praxis I tests must be passed before enrollment in education courses. The student must provide evidence to the division of a total score of 1650 on the combined SAT or 24 on the ACT in order to waive the Praxis I requirement.
3. Assessments are completed for oral and written Standard English usage.

Target Point Two

The second Target Point is the Admission to the Teacher Education Program. This Point should be met when a student has completed 60 s.h. (at least 12 of which have been at Columbia College.) The process should begin as soon as the candidate has met Target Point One, and should be completed in the semester the candidate will complete 60 s.h. (usually the Sophomore Spring Semester).

The criteria or submission requirements for Target Point Two are:

- Application
- 60 s.h. (at least 12 of which have been taken at Columbia College)
- Cumulative GPA of 2.75 and GPA of 2.75 in major courses (some majors may specify higher GPAs)
- Recommendations from Major Division, Teacher Education Faculty and one from General Education Faculty
- Passing scores on all three parts of the Praxis I or SAT or ACT scores as noted above
- Complete any requirements designated by the major which indicate proficiency in content knowledge

Target Point Three

The third Target Point is at admission to the second field experience. This may be Education 360, 362, 363, or Speech Language Pathology 460. The following criteria must be met before enrolling in the second field experience:

- Target Point Two must be met.
- Evaluation forms submitted by the Field Experience One Cooperating Teacher and College Supervisor must indicate satisfactory performance on the learner outcomes for that level
- Evaluations of dispositions and professional behaviors from the Field Experience One Cooperating Teacher and College Supervisor must be satisfactory for that level
- Passing grade in Field Experience One
- In the event that work credit has been approved to waive Field Experience One, the requirements pertaining to the first field experience will also be waived.

Target Point Four

Target Point Four is at admission to the Directed Teaching semester. This should be the last semester. Criteria are:

- Grade of at least "1" on each element of the Professional Education Portfolio submitted at the end of the semester prior to Directed Teaching
- Cumulative GPA of 2.75 and GPA of 2.75 in major courses (some majors may specify higher GPAs)
- Evaluation forms submitted by the Field Experience Two Cooperating Teacher and College Supervisor must indicate satisfactory performance on the learner outcomes for that level
- Evaluations of dispositions and professional behaviors from the Field Experience Two Cooperating Teacher and College Supervisor must be satisfactory for that level
- Passing grade in Field Experience Two

Mission and Governance of the Teacher Education Program

The mission of the Professional Education Unit is to prepare confident learners who have the commitment to be reflective practitioners and life-long learners, who are competent in the content and practice of the discipline, who are able to work collaboratively, and who have the courage to be leaders in society and the field of education. Based on research in the field, a key characteristic of an effective teacher is the ability to make use of resources, human and other, to maximize the quality of instruction in classrooms. To this end, the essential elements of professionalism and collaboration have come together to form a unique approach that has served as the foundation of the Columbia College Teacher Education Program.

The governing body for the Teacher Education Program is the Columbia College Teacher Education Committee, made up of representatives from certifying programs and Education Division faculty and staff. The Alliance of Educators, a group representing Columbia College faculty from teacher education, liberal arts faculty, teachers and administrators from professional development schools and Columbia College student representatives, serves as an advisory board.

Target Point Five

Target Point Five is the exit from the Columbia College Teacher Education Program. Criteria for meeting Target Point Five upon completing the Program include:

- Satisfactory performance on ADEPT, Unit Learner Proficiencies, and Professional Dispositions and Behaviors
- Demonstrated proficiency in professional technology usage
- Satisfactory completion of the Directed Teaching Dossier
- Satisfactory completion of Directed Teaching, which includes passing the Praxis II exams (includes Principles of Learning and Teaching Exam) required by South Carolina for certification

Target Point Six

A follow-up assessment of candidates is completed after they have graduated. At this point the assessments are based on:

- ADEPT results from the Induction Year
- Information from a follow-up survey conducted by the Teacher Education Program every five years which includes feedback from graduates as well as information from graduate schools and employers

Additional Program Requirements

All three parts of Praxis I must be passed before candidates begin education courses. The student must provide evidence to the division of a total score of 1650 on the combined SAT or 24 on the ACT in order to waive the Praxis I requirement.

All field experiences must be taken for credit. If a field experience is not successfully completed, it may be repeated only once. The decision to allow a candidate to repeat the course will be the decision of the college supervisor, Director of Field Experiences, Division Head, and/or Academic Program Coordinator.

All teacher education candidates must meet all state requirements in effect at the time of entrance to the program, entrance to Directed Teaching, and application for certification in South Carolina.

The teacher candidate has the responsibility of submitting the above data. Once the objective and subjective data are collected, they are studied carefully so that appropriate guidance can be given the candidate concerning his/her future in teacher education. Procedures are in place at each Target Point that include a formal review of the candidate and an opportunity for feedback and advisement. Further information on these procedures can be found in the Teacher Education Handbook which is published annually on the Columbia College Division of Education Web site. At the times of Admission to the Program and Admission to Directed Teaching the candidates' names are presented first to the Division of Education

and then to the Teacher Education Committee for a formal vote on acceptance into the Program and into the Directed Teaching Semester.

Transfer, post baccalaureate and Evening Program students must meet the same requirements; however they may be unable to meet specified criteria at any Target Point at the designated time. Special attention will be given to requests by teacher candidates in these situations for approval to meet criteria at a slightly different time. Requests should be submitted in writing to the Division Head, who will present them to the Teacher Education Committee for review.

Certification Requirements

Candidates must meet all South Carolina requirements in order to be recommended for certification. Courses in professional education and the specialization should be completed prior to Directed Teaching. The Praxis II Specialty Area Exams and the Principles of Learning and Teaching Exam must be passed and official scores must be received by Columbia College **prior** to completion of Directed Teaching. The Columbia College Division of Education will submit the college verification portion of the application for certification to the South Carolina Department of Education after all requirements for certification have been met.

Major Programs

Major in Early Childhood Education

Program Coordinator: Sandra Ayers, Ph.D.

Requirements for a Major in Early Childhood Education (B.A. degree, certifying to teach):

In addition to the major requirements, Mathematics 117; Child and Family Studies 221; and U.S. History, History 345, or Political Science 101 for 3 hours must be taken as part of general education. Some selected courses may also be used to satisfy appropriate general education requirements. Major courses (73 hours) are 150, 160 (2 s.h.), 210, 260 (1 s.h.), 318, 322, 328, 329 (3 s.h.), 345, 346, 354, 358, 360 (2 s.h.), 361, 371, 372, 373, 431, 452, 459, 485LS (12 s.h.), 486LS (2 s.h.), and Special Education 332. Total of 73 s.h. of major courses required.

Major in Elementary Education

Program Coordinator: James Lane, Ph.D.

Requirements for a Major in Elementary Education (B.A. degree, certifying to teach):

Mathematics 117 must be taken to satisfy the general education quantitative reasoning requirement. Dance 105 or Theater 105 must be taken to satisfy the general education aesthetic literacy requirement. The historical literacy requirement should be met by taking History 102. Additional requirements include Education 345; three hours of History 207, 208, 345 or Political Science 101; four hours of Biology; and four hours of Chemistry, Physics, or Physical Sciences. The courses in the sciences must include laboratory components. Some selected courses may also be used to satisfy appropriate general education requirements. Major course (63 hours) are Education 150, 160 (2 s.h.), 210, 260 (1 s.h.), 318, 328, 329, 354, 357 (2 s.h.), 360 (2 s.h.), 361, 371, 372, 373, 431, 452, 485LS, 486LS and Mathematics 119 and Special Education 332.

Major in Intervening with At-Risk Learners

Program Coordinator: Tracy West, Ph.D.

Requirements for a Major in Intervening with At-Risk Learners (B.A. degree):

The following courses in general education must be completed: Mathematics 117 to satisfy the quantitative reasoning requirement and Education 345 to satisfy the Aesthetic Literacy requirement. Major courses (45 s.h.) are Education 150, 160 (2 s.h.), 210, 318, 329, 371, 372, 373, 431, 452 (3 s.h.); Special Education 165 (1s.h.), 332, 365 (3s.h.), and 9 s.h. from the following list: Special Education 335*, 363*; 450*, Education 328, 354, 361, 358, or 459.

*Special Education 335, 450, and 363 will be offered by the Evening College

Major in Middle Level Education

Requirements for a Major in Middle Level Education (B.A. degree, certifying to teach):

Major courses (32 hours) are Education 150, 160, 211, 318, 379, 381, 383, 385; Special Education 332; and 6 hours from Education 420N, 420E, 420M, and/or 420S. Candidates must also take the following 17 hours in Professional Education: Education 260, 360, 485LS, and 486LS.

Candidates must choose two of the following content area concentrations which will count as courses for the major: English/Language Arts (15 hours): English 200, 275, 375; Education 478; and Writing 340. Students with this concentration must choose English 220, 230, 240, 250, or 310 to meet the general education literary knowledge requirement.

Mathematics (15 hours): Mathematics 150, 160, 218, 325, 380. Students with this concentration must choose Mathematics 140 to satisfy the general education quantitative reasoning requirement.

Science (16 hours): Biology 110, Physics 221, Physical Science 122 and 125. Students with this concentration must choose Chemistry 121 to fulfill the general education scientific literacy requirement.

Social Studies (18 hours): Geography 164, History 207, 208, 220, and 3 hours each in Anthropology and Economics. Students with this concentration must take Political Science 101 to satisfy the general education human institutions and behavior requirement. Some selected courses may also be used to satisfy appropriate general education requirements.

Major in Special Education

Program Coordinator: Tracy West, Ph.D.

Requirements for a Major in Special Education (B.A. degree, certifying to teach) [Evening*]:

In addition to the major requirements, Mathematics 117; Child and Family Studies 221; History 102 or 103; and U.S. History, History 345, or Political Science 101 for 3 hours must be taken. Some selected courses may also be used to satisfy appropriate general education requirements. Major courses (69 hours) are 150, 160 (2 s.h.), 210, 212 (1 s.h.), 260 (1 s.h.), 318, 322, 328, 329, 345, 371, 372, 373, 431, 452, 485LS (12 s.h.), 486LS (2 s.h.), and Special Education 332, 335, 361, 363, and 450.

Special Education 335, 450, and 363 will be offered by the Evening College. All other required courses will be available from the Women's College.

Major in Speech Language Pathology

Program Coordinator: Regina Lemmon, Ph.D.

Requirements for a Major in Speech Language Pathology (B.A. degree):

Psychology 102 must be taken to satisfy the Human Institutions and Behavior general education requirement, Mathematics 140 must be taken to satisfy the general education Quantitative Reasoning requirement, a four-hour Biology course must be taken to satisfy the general education Scientific Literacy requirement. Additional requirements include four hours of Chemistry or Physics. Major courses (39 hours) are Speech Language Pathology 257, 258, 259, 260, 310, 318, 375, 380, 384, 386LS, 387, and 482 and 6 hours in Speech Language Pathology 365. The following 9 hours in electives must also be taken: Psychology 203, Special Education 332, and one course selected from Psychology 240, 350, 430, 459, or Public Health 263.

Minor Programs

Minor in Speech-Language Pathology

Program Coordinator: Regina Lemmon, Ph.D.

The SLP minor provides the necessary background courses for graduate school preparation in this field.

Requirements for a minor in Speech-Language Pathology:

Required courses are 15 semester hours of speech language courses including Speech Language Pathology 257, 258, 259, 260, 310 and 380.

Division of Languages and Literatures

Division Head: Nancy Tuten, Ph.D..

Division Faculty

Professor:

Christine Hait, Ph.D. [English]
Melissa Heidari, Ph.D. [English]
Nancy Tuten, Ph.D. [English]
John Zubizarreta, Ph.D. [English]

Associate Professor:

Calley Hornbuckle , Ph.D. [English]
Corinne Mann, Ph.D. [French]
Allan Nail, Ph.D. [English]
Rocío Zalba, Ph.D. [Spanish]

Assistant Professor:

Amy Smith Reeves, Ph.D. [English]
Paloma Fernández Sánchez, Ph.D. [Spanish]
Victoria Sanchez-Samblas, Ph.D. [Spanish]

Senior Lecturer:

Claudia Smith Brinson, M.A. [English]
Emily Ward, M.A. [English]

Lecturer:

Helen Rapoport, J.D. [English]

The Division of Languages and Literatures offers a major in Spanish and three majors in English: (1) Literary Studies, (2) Teacher Certification, and (3) Writing for Print and Digital Media. The division also offers minor programs in Creative Writing, French, English Literary Studies, Public Relations, Spanish, Writing, and Writing for Print and Digital Media.

The English majors seek to promote competence in the critical appreciation of literature and in written expression. The Literary Studies major prepares students for a range of professional careers, including business, higher education, and law. Those who plan to become teachers of English in secondary institutions also meet requirements for certification by the State Department of Education. The Writing for Print and Digital Media major prepares students for careers in digital media, journalism, public relations, and other vocations requiring strong writing skills.

The programs and courses in French and Spanish help students develop communication skills and cultural competence to prepare them for careers and an active life in the global community. A comprehensive major in Spanish adheres to the State and National Standards established by the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities. Graduates have marketable skills that lead them into such fields as business, public affairs, social work, law, education, public health, and community service. Many students go into graduate programs and professional schools to pursue teacher certification, advanced studies in literature, and law.

Minors in French and Spanish are also available for students who wish to develop their linguistic and cultural competency beyond the General Education requirements. With the goal of contributing actively to one's global awareness as a responsible world citizen, both minors are designed to complement and augment other fields of study.

The Division of Languages and Literatures also offers semester and summer study abroad opportunities in Angers, France (semester); Alcalá, Spain (summer or semester); and Salamanca, Spain (semester). Majors and minors have taken advantage of this experience and found it to be life-changing personally and an unmatched means of developing communicative and cultural competence.

Major Programs

Majors in English

Program Coordinators: Claudia Smith Brinson, M.A. [Writing for Print and Digital Media]
Melissa Heidari, Ph.D. [Literary Studies]
Allan Nail, Ph.D. [Teacher Certification]

Leadership in the English Majors

The English majors prepare graduates for leadership in their communities and in a variety of professions, including teaching, law, business, digital media, and journalism. They enhance students' critical thinking, reflective judgment, and communication skills. In addition, they challenge students to explore new ideas and provide them with opportunities to take risks as creative and critical writers, campus and community citizens, conference presenters, organization officers, active participants in class discussions, collaborative researchers, and more. Students who elect to take English 399LS: Leadership Semester in English or Writing 399LS: Leadership Semester in Writing will work closely with a mentor to plan, reflect upon, and share with others a meaningful leadership experience related to the English discipline.

Requirements for a Major in English (B.A. degree, certifying to teach):

36 semester hours, to include English 201, 205, 275, 285, 315, 495; Writing 340; 15 semester hours of literature courses, at least 3 of which are selected from English 251, 252, and 375, at least 3 of which are other American literature courses, and at

least 6 of which are British literature courses. Only one course of English 415 or English 425 may count in the 15 hours of literature courses. English 325 must be taken to fulfill the general education requirement for literary knowledge. Students must also take the following 42 semester hours in professional education: English 200, Education 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 379, 381, 420E, 478, 485 (12 s.h.) and Special Education 332. Note policy statements in *The Teacher Education Handbook*.

Requirements for Major in English Literary Studies (B.A. degree):

40 to 42 semester hours, to include English 201, 285, and 495; a one- to three-semester-hour internship or research assistantship; 3 semester hours in a 400-level advanced seminar (other than ENG 495); and 27 hours of additional courses from the categories below, with at least one course chosen from each category. A maximum of 3 of these 27 hours may be in French or Spanish. Although some courses are listed in more than one category, a single course may satisfy the requirement in only one category.

1. Global Perspectives

- ENG 200: Survey of World Literature
- ENG 203: The Modern Fairy Tale
- ENG 248: Blurred Lines: Ecological Imaginations
- ENG 261: Contemporary African Literature and Film
- ENG 382: Women's Autobiography
- ENG 383: The Modern Consciousness
- ENG 410: Seminar in Comparative Literature
- FRE 450: African Literatures
- FRE 451: Women in French Literature
- FRE 420: Archetypes in French and Francophone Literature
- SPAN 351: Discovering Culture through Film
- SPAN 375: The Short Story in Spain and Spanish America
- SPAN 420: Rethinking Spanish and Latin American Myths and Symbols
- SPAN 451: Hispanic Women Writers
- SPAN 452: Modern Spanish Prose and Poetry

2. National Identities

- ENG 210: British Literature to 1660
- ENG 220: British Literature 1660-1832
- ENG 230: British Literature since 1832
- ENG 231: Sex, Lies, and Anxieties in British Literature and Film
- ENG 240: American Literature I
- ENG 250: American Literature II
- ENG 251: African-American Literature through Reconstruction
- ENG 252: Twentieth-Century African-American Literature
- ENG 340: American Women Writers
- ENG 355: British Women Writers
- ENG 356: Eighteenth-Century Studies
- ENG 372: Literature of the American South
- ENG 373: American Gothic
- ENG 374: American Romanticism
- ENG 375: American Multicultural Literature
- ENG 415: Seminar in British Literature
- ENG 425: Seminar in American Literature
- FRE 440: Modern and Contemporary French Literature
- SPAN 305: Hispanic Literature of the United States
- SPAN 460: Contemporary Spanish American Authors

3. Writers in Context

- ENG 251: African-American Literature through Reconstruction
- ENG 252: Twentieth-Century African-American

- ENG 325: Shakespeare
- ENG 340: American Women Writers
- ENG 355: British Women Writers
- ENG 372: Literature of the American South
- ENG 373: American Gothic
- ENG 374: American Romanticism
- ENG 375: American Multicultural Literature
- ENG 382: Women's Autobiography
- ENG 415: Seminar in British Literature
- ENG 425: Seminar in American Literature
- ENG 430: Seminar on an Author

4. Theories and Concepts

- ENG 205: Introduction to Mass Communication
- ENG 248: Blurred Lines: Ecological Imaginations
- ENG 275: Advanced English Grammar
- ENG 310: Genre Studies
- ENG 311: Popular Fictions
- ENG 315: Development of Modern English
- ENG 381: Film and Literature
- ENG 410: Seminar in Comparative Literature
- ENG 478: Young Adult Literature
- ENG 485: History of Critical Theory

5. Writing

- WRIT 150: Blogging
- WRIT 200: Intro to Reporting for Print and Digital Media
- WRIT 202: Introduction to Copyediting
- WRIT 207: Social Media and Technology
- WRIT 210: Advanced Composition
- WRIT 260: Introduction to Public Relations
- WRIT 305: Writing for Business and Public Affairs
- WRIT 325: Feature Writing for Print and Digital Media
- WRIT 330: Writing for Digital Media
- WRIT 340: Methods of Teaching Writing
- WRIT 346: Intro to Writing Short Fiction
- WRIT 347: Intro to Writing Poetry
- WRIT 348: Intro to Writing Creative Nonfiction
- WRIT 350: Introduction to Narrative with Digital Video
- WRIT 355: Media Ethics and Law
- WRIT 360: Writing for Public Relations
- WRIT 402: Micro- and Macro-Editing
- WRIT 405: Intermediate Reporting and Writing for Print and Digital Media
- WRIT 415: Intermediate Public Relations Writing
- WRIT 425: Intermediate-Level Narrative with Digital Video

Requirements for a Major in Writing for Print and Digital Media (B.A. degree):

42 semester hours beyond the general education requirements for College Writing 1 and 2. These 42 hours must include English 205; Writing 150, 200, 202, 207, 350, 355, 495; three hours of Writing 222; 3 hours of academic internship credit in Writing; 12 additional hours selected from Writing 322, 325, 330, 402, 405, 425, and 3 additional hours of academic internship credit in Writing.

Major in Spanish

Women's College Program Coordinator: Rocío Zalba, Ph.D.

Study Abroad Coordinator: Paloma Fernández Sánchez, Ph.D.

A **Spanish Major** prepares students for non-teaching positions in which the knowledge and skill of Spanish are required. The need for educated professionals with strong foreign language skills has taken on great importance in South Carolina as the state's demographics and economy have changed. The growth in the Hispanic population and the number of international companies based in the state drive the demand for second-language speaking employees. Columbia College majors in Spanish enjoy opportunities for full participation in a multi-cultural arena.

Requirements for a Major in Spanish (B.A. degree):

Thirty-seven semester hours in Spanish: Spanish 222, 250, 310, 340, 341, 399LS, and 495; six semester hours chosen from Spanish 305, 316, 335, 351, 375, 420, 435, 451, 452, 460, and 465; six semester hours chosen from Spanish 312, 365, 370, 481, and 485; and an additional six semester hours from any course numbered 300. Students who place in Spanish 250 are not required to take Spanish 222 and are required to take only thirty-four hours for the major. Students who place above Spanish 250 are not required to take Spanish 222 or 250 and are required to take only thirty-one hours for the major.

Minor Programs

Minor in Creative Writing

Program Coordinator: Claudia Smith Brinson, M.A.

Requirements for a Minor in Creative Writing:

15 semester hours of coursework: Writing 346, 347, 348, followed by six hours of independent study during which the student will complete a creative project consisting of a collection of her original works.

Minor in English Literary Studies

Program Coordinator: Melissa Heidari, Ph.D.

Requirements for a Minor in English, Literary Studies:

15 semester hours of English courses numbered 200 or above.

Minor in French

Program Coordinator: Corinne (Coco) Mann, Ph.D.

Requirements for a Minor in French:

18 semester hours of French courses numbered 221 or above beyond the general education modern language competency requirement. Students who place in French 222 are not required to take French 221 and are required to take only 15 hours for the minor. Students who place at the 300 or 400 level need only 12 hours at those levels to complete the minor.

French minors who choose to study abroad or who engage in an internship in they interact in French with native speakers are expected to take French 399LS for 1 s.h.

Minor in Public Relations

Program Coordinator: Emily Ward, M.A.

The minor in Public Relations is designed to prepare the student for a career requiring strong written and oral communications skills. Students are expected to gain competencies in writing, speaking, persuading, producing materials, understanding media, and exhibiting journalistic ethics. The learning outcomes will be met with both theoretical and hands-on approaches.

Requirements for a Minor in Public Relations:

Students will complete 18 semester hours. Nine required semester hours: Writing 260, 355, 360. Nine semester hours from the following, at least six of which must be Communication classes: Communication 310, 330, 355, Writing 305, 330, 350, 370P, 415.

Minor in Spanish

Women's College Program Coordinator: Rocío Zalba, Ph.D.

Study Abroad Coordinator: Paloma Fernández Sánchez, Ph.D.

Requirements for a Minor in Spanish:

18 semester hours of Spanish courses numbered 221 and above. Students who place in Spanish 222 are not required to take Spanish 221 and are required to take only 15 hours for the minor. Students who place in Spanish 250 are not required to take Spanish 222 and are required to take only 12 hours for the minor. Students who placed above Spanish 250 are not required to take Spanish 250 and are required to take only 9 hours for the minor.

Minor in Writing

Program Coordinator: Claudia Smith Brinson, M.A.

Requirements for a Minor in Writing:

15 semester hours of writing courses numbered 200 or above.

Minor in Writing for Print and Digital Media

Program Coordinator: Claudia Smith Brinson, M.A.

Requirements for a Minor in English, Writing for Print and Digital Media:

15 semester hours of writing courses, including Writing 200 and Writing 355.

Course Descriptions

Anthropology

ANTH 131. **Introduction to Cultural Anthropology.** A survey course of basic concepts and practices associated with the discipline of Cultural Anthropology, including the concept of culture, some of the components/characteristics involved in the cultural variability of the world's diverse peoples, and the relevance of anthropological thought in today's world. 3 s.h.

ANTH 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ANTH 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ANTH 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 220. **Anthropology of the Paranormal: Science and Pseudoscience.** This course examines the boundaries between science and pseudoscience through an investigation into a variety of paranormal beliefs and their role in social identity and popular culture. Students will be introduced to some of the claims and beliefs that are classified as 'paranormal,' which have come into everyday consciousness from a wide variety of media, such as television, movies and books. Students will evaluate scientific evidence that confirms or disproves these phenomena and apply critical thinking and scientific reasoning to analyze the available information. Anthropological concepts and approaches will provide interpretive frameworks for discussing the power of myths, beliefs and science. (Previously offered as Anthropology 290A). 3 s.h.

ANTH 240. **Anthropology of Religion.** This course introduces students to a cross-cultural, comparative perspective on religious practice and belief. Students will learn the basic concepts and approaches that anthropologists use for defining religion and its cross-cultural expressions in beliefs, symbols and practices. They will become familiar with the wide variety of beliefs and rituals that anthropologists study as religion, including mythology, ritual specialists and practice, magic, witchcraft, and shamanism. 3 s.h.

ANTH 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ANTH 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ANTH 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 310. **Conflict, Culture and Identity.** This course provides an in-depth examination of the range of variation in cross-cultural behaviors and responses involved in disputes and their resolution, with particular emphasis on methods and issues surrounding conflicts and conflict resolutions in a variety of non-Western societies. While the focus is primarily on

small-scale societies typically studied by anthropologists and the models/cultural perspectives these groups use to resolve disputes and negotiate settlements, students will compare and analyze conflict in societies of varying size and complexity, including our own. (Previously offered as Anthropology 390A). 3 s.h.

ANTH 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ANTH 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ANTH 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ANTH 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ANTH 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ANTH 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Art

NOTE: The Division of Arts and Communication Studies reserves the right to charge a fee for some Art courses to assist in covering the cost of provided materials. The Division of Arts and Communication Studies reserves the right to retain a few works of art from each student for inclusion in the permanent collection.

ART 108. **Drawing I.** The development of perceptual and recording skills involving a variety of media and techniques. Contour, proportion, range and transitions in value, figure-ground relationships and presentation will be stressed. Primary subjects will involve portraits and still-life. (Not available to students who have taken Art 106.) 3 s.h.

ART 109. **Drawing II.** (Prerequisite: Art 108.) Extension and refinement of basic skills developed in Art 108 plus studio exercises involving linear and atmospheric perspective. The student will begin to explore the relationship between basic skills, conceptual strategies and personal expression. Students will develop courage through incorporation of risk into their creative process and opportunities to assess and defend projects in critiques. (Not available for students who have taken Art 107.) 3 s.h.

ART 120. **Beginning Framing and Preparator Studies.** (May not be taken by students who have credit for Art 190P) An introductory course intended to teach basic yet broad skills and knowledge in the areas of framing and gallery preparator skills as they relate to an academic art gallery environment. 1 s.h.

ART 151. **Two-Dimensional Design and Color.** An introduction to basic two-dimensional design with exploration of abstract concepts of composition and perception, a variety of media, color theory and basic studio processes. Students will

experiment with a variety of solutions to visual problem solving, developing the courage to incorporate risk into their creative process. 3 s.h.

ART 152. **Three-Dimensional Design.** An introduction to basic three-dimensional design with an emphasis on exploring formal elements which comprise 3-D form. Students will experiment with a variety of solutions to visual problem solving, developing the courage to incorporate risk into their creative process. 3 s.h.

ART 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ART 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ART 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 200. **Beginning Painting.** (Prerequisites: Art 109 and 151.) An introduction to basic painting techniques, materials and concepts with an emphasis on the development of formal, conceptual and expressive skills. A variety of themes are explored, allowing students to determine which conceptual values are important to them. Their commitment to those values will be reflected in their visual responses to these themes. 3 s.h.

ART 204. **Introduction to Art: Media and Techniques.** (Previously offered as Art 104.) An introductory course designed specifically for the non-art major. This course provides students with hands-on critical, aesthetic, and historical experiences in a wide variety of two- and three-dimensional media and techniques. 3 s.h.

ART 205. **Introduction to Art: Survey and Interpretation.** (Previously offered as Art 105.) A general survey of terminology, techniques and historical information involving the development of Western art and influences from other cultures. Attention will be given to the ability to analyze, interpret and evaluate works of art. 3 s.h.

ART 206. **Beginning Life Drawing.** (Prerequisite: Art 109.) The student will complete studies from models in a variety of media and techniques designed to establish a better understanding of the human form and strengthen basic perceptual and technical skills. 1-2 s.h.

ART 208. **Intermediate Drawing.** (Prerequisite: Art 109.) Extension and refinement of basic skills developed in Art 108, 109 and other previous studio experiences. The course is designed to help the student make choices regarding imagery, media, and format. Commitment to personal values and goals will be explored through further development of conceptual strategies and meaningful expression using drawing techniques. 3 s.h.

ART 210. **Beginning Ceramics.** A foundational course exploring the creation of clay forms by hand-building and wheel-thrown techniques. Emphasis is placed upon developing the technical proficiency required for these techniques. A variety of themes are explored, allowing students to determine which conceptual values are important to them. Their commitment to those values will be reflected in their visual responses to these themes. 3 s.h.

ART 220. **Intermediate Framing and Preparator Studies.** (Prerequisite: Art 120) (May not be taken by students who have credit for Art 290P) This course is intended to continue building skills and knowledge acquired in the introductory framing and preparator course as they relate to the small academic art gallery environment. 1 s.h.

ART 230. **Beginning Printmaking.** (Prerequisites: Art 109 and 151.) A survey of basic printmaking processes (relief, intaglio, stencil and planographic) plus studio projects involving a variety of printing techniques, registration and appropriate presentation. Commitment to personal values and goals will be explored through further development of conceptual strategies and meaningful expression. 3 s.h.

ART 261. **History of Art: Ancient to Renaissance.** Historical survey of visual art works, and architecture from the Paleolithic era until and including the Renaissance. Art works are discussed in their historical, social, and political context including comparisons to other creative disciplines. Students will learn to describe, analyze, and interpret visual art works in their historical context. As a survey in art history, this class is part of a two-semester sequence (Art 261 and Art 262); however, each class can be taken and understood independently. 3 s.h.

ART 262. **History of Art: Baroque to 21st Century.** Historical survey of painting, sculpture, installations, films, and architecture from the beginning of the Baroque to the 21st century. Art works are discussed in their historical, social, and political context including comparisons to other creative disciplines. Students will learn to describe, analyze, and interpret visual art works in their historical context. As a survey in art history, this class is part of a two-semester sequence (Art 261 and Art 262); however, each class can be taken and understood independently. 3 s.h.

ART 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ART 271. **Beginning Graphic Design.** (Prerequisites: Art 151, 204, or 285.) An introduction to the principles and practices of graphic design including language of design, principles and techniques, and commercial practice. A variety of themes are explored, allowing students to determine which conceptual values are important to them. Their commitment to those values will be reflected in their visual responses to these themes. 3 s.h.

ART 285. **Introduction to Photography.** (Student must have access to 35mm SLR manual camera.) An introduction to photography as a visual language with an emphasis on material, process, technique and composition. A variety of themes are explored, allowing students to determine which conceptual values are important to them. Their commitment to those values will be reflected in their visual responses to these themes. 3 s.h.

ART 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ART 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 300. **Intermediate Painting.** (Prerequisite: Art 200.) A continuation of Art 200 with an emphasis on the further development of formal, conceptual and expressive skills in relationship to painting. Students will develop confidence in applying the technical, perceptual and conceptual skills gained in previous courses to visual problems within the context of contemporary trends and practices in painting. 3 s.h.

ART 306. **Intermediate Life Drawing.** (Prerequisite: Art 206.) Extension and refinement of skills developed in Art 206 with emphasis given to abstraction and expressive qualities. 1-2 s.h.

ART 308. **Intermediate/Advanced Drawing.** (Prerequisite: Art 208.) Extension and refinement of skills developed in Art 208 and other studio experiences with greater emphasis placed on meaningful personal expression. Students will develop confidence in applying the technical, perceptual and conceptual skills gained in previous courses to visual problems within the context of contemporary trends and practices in drawing. 3 s.h.

ART 330. **Intermediate Printmaking.** (Prerequisite: Art 230.) An in-depth development of skills involving one or two of the processes covered in Art 230 with greater emphasis given to meaningful personal expression. Students will develop confidence in applying the technical, perceptual and conceptual skills gained in previous courses to visual problems within the context of contemporary trends and practices in printmaking. 3 s.h.

ART 340. **The Business of the Arts.** This course will explore the dynamic interrelationships between creativity and professional practices in the arts. Successful people in the arts, whether they work in the for-profit or nonprofit world, have to deal with the complex issues of marketing, legal agreements, financing, audience development and public engagement. We will explore highly successful national as well as local figures who have mastered both skill sets to create balanced, sustainable entrepreneurial careers in the arts. 3 s.h.

ART 342. **Teaching and Learning through Art** (Not open to students who have received credit for Art 341 or Ed 339.) This course will explore the application of theoretical and practical aspects of teaching children art in an elementary classroom setting. This course provides opportunities for teacher candidates to (1) develop basic knowledge and skills relating to a discipline-based approach to art education in areas of art production, art criticism, and aesthetics and (2) develop appropriate skills and a knowledge base necessary to teaching with and through the arts, including using art as a teaching tool in other subjects. 3 s.h.

ART 361. **Issues in Contemporary Art.** (Open to sophomores, juniors, and seniors. Instructor consent required for first-year students.) This course offers a survey of post-modern and contemporary art worldwide since the 1970s and 1980s until today. While exploring innovative artistic concepts, the course focuses on societal issues as reflected in art works created by artists across the globe. Class discussions are aimed at issues of social justice, environmental responsibility, diversity, spirituality, humanity, etc. as well as distinctive cultural ideas, values, and images. Students will explore the range of social media to manifest their learning. 3 s.h.

ART 362. **History of Art: International Women Filmmakers.** The course is aimed at introducing students to the accomplishments of women filmmakers worldwide from its beginnings to today. The course provides the necessary tools to analyze and interpret individual films as art works, and it focuses on issues presented by women film directors. One major idea to be discussed throughout the semester is whether or not women approach themes and life events differently from men, and accordingly create different solutions to life and world problems as presented in their films. 3 s.h.

ART 363. **History of Art: Modern.** (Previously offered as Art 163 and Art 263; open only to sophomores, juniors and seniors.) (Prerequisite: Satisfactory completion of the Oral Communication requirement.) Historical survey of painting, sculpture, and architecture of the 20th and 21st centuries. 3 s.h.

ART 364. **History of Art: Women Artists.** (Open only to sophomores, juniors and seniors.) Historical survey of visual art works created by women from the Middle Ages to the 21st century. The class examines the topic with the help of original art works, as well as scholarly literature, selected historical fiction, and films. The discussions about women artists focus on issues of women's leadership, cultural diversity, globalization, and social justice. Students have the option of taking this course as their Leadership Semester by co-enrolling in Art 399LS and organizing and presenting a special class session (e.g., a woman artist as speaker for the class, a field trip to see art work by women, etc.) and a written reflective analysis of the entire course at the end of the semester. The planning, implementation, and evaluation required for these extra tasks will enhance the pillars of leadership identified by the College: Courage, Commitment, Confidence, and Competence. 3 s.h.

ART 365. **Creative and Intimate Relationships.** (Open only to sophomores, juniors and seniors. First-year students require instructor's consent. Prerequisite: Satisfactory completion of College Writing I requirement.) The course tackles questions concerning gender and creativity. It explores the complexities of partnerships and collaborations of couples – different as well as same-sex couples. The main focus is on visual artist- and dance-couples who have shared creative context within which to explore differences arising from gender, sexuality, age, ethnicity, class, and culture. The course offers insight into the art created by both partners and possible influence from one partner on the other. Throughout the course. Students will learn and practice to describe, analyze, and interpret creating works from an individual as well as societal point of view. Besides confronting the aspects of gender and creative partnership, the course emphasizes history, politics, and culture as determining factors of art. 3 s.h.

ART 366. **History of Art: African American Artists.** (Open to sophomores, juniors and seniors. Instructor consent required for first-year students. Satisfactory completion of the Oral Communication requirement.) Historical survey of visual art works including by African American artists from the 17th century to the present, and of films by African American filmmakers. The works of selected African American dancers and musicians will be included to offer a more comprehensive representation. Art works and films are discussed in their historical, political, and social context focusing on issues of race and justice in the United States of America. Students will learn to describe, analyze, and interpret visual art works in the relevant historical context. Students have the option of taking this course as their Leadership Semester by co-enrolling in Art 399LS and organizing and presenting a special class session (e.g., an African-American artist as speaker for the class, a field

trip to see art work by African American artists, etc.) and a written reflective analysis of the entire course at the end of the semester. The planning, implementation, and evaluation required for these extra tasks will enhance the pillars of leadership identified by the College: Courage, Commitment, Confidence, and Competence. 3 s.h.

ART 367. Art and Religion in the Middle Ages. (Open only to sophomores, juniors and seniors. First-year students require instructor's consent.) Historical survey of medieval art and religion from the late antiquity to the late middle ages (14th-15th century). The geographical areas mainly dealt with cover Europe in the west and the Byzantine Empire in the east including the three main religions: Judaism, early Christianity, and Islam. The course focuses on the analysis and interpretation of the works of art and crafts as well as architecture explaining the historical, religious, and societal issues and connection. The various artistic styles, the iconography, and the connections between art/architecture, religion and politics (or powerful leaders) are examined. 3 s.h.

ART 368. German History and Politics in the 20th and 21st Century Through the Arts. (Open only to sophomores, juniors and seniors. First-year students require instructor's consent.) Historical survey of the political change in Germany from a monarchy via failing attempts of democracy (*Weimar Republic*) to a dictatorial state (Nazi Germany), to be followed by a two-state system in a divided Germany (democratic and socialist) after WWII, and then, in 1989, a reunited country which is still struggling with this reconsolidation of two opposing political systems. All of these phases were – and still are – reflected in the arts, either as descriptions hailing a *status quo* or as criticisms of a problematic situation. Students will be confronted with creative products from the various phases and will be asked to investigate the concepts reflected in these works for the specific time in history as well as to take the leap into our present. The creative disciplines involved are visual arts including architecture, film, literature, dance, and selected examples from music. 3 s.h.

ART 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ART 370E. Exhibition/Preparator Internship. (Prerequisites: 12 semester hours in studio, cumulative c+ average, B average in art courses at Columbia College, consent of Instructor and Program Coordinator.) Provides the student with the opportunity to build confidence for the transition from academia to the work environment. With faculty supervision, provides the student with on-the-job experiences at a gallery or museum with framing, appropriate techniques for installation of exhibits, care for works of art, and/or other related preparator work. 1-6 s.h.

ART 370G. Graphic Design Internship. (Prerequisites: Art 271 and 371, cumulative C+ average, B average in art courses at Columbia College, and consent of Instructor and Program Coordinator.) Provides the student with the opportunity to build confidence for the transition from academia to the work environment. With faculty supervision, provides the student with on-the-job graphic design experience with a freelance designer, design studio, advertising agency, or company. 1-6 s.h.

ART 370M. Museology Internship. (Prerequisites: Six semester hours in Art History cumulative C+ average, B average in art courses at Columbia College, and consent of Instructor and Program Coordinator.) Provides the student with the opportunity to build confidence for the transition from academia to the work environment. With faculty supervision, provides the student with on-the-job experience at a museum or gallery focusing on research and other curatorial responsibilities linked to exhibition preparations. 1-6 s.h.

ART 370S. Studio Internship. (Prerequisites: 12 semester hours in studio, cumulative C+ average, B average in art courses at Columbia College, and consent of Instructor and Program Coordinator.) Provides the student with the opportunity to build confidence for the transition from academia to the work environment. With faculty supervision, provides the student with on-the-job experience with a local artist who specializes in a particular medium. 1-6 s.h.

ART 371. Intermediate Graphic Design. (Prerequisite: Art 271.) A continuation of Art 271 with an emphasis on the solution of corporate and editorial design problems using technical and conceptual skills developed in Art 271. Students will develop confidence in applying the technical, perceptual and conceptual skills gained in previous courses to visual problems within the context of contemporary trends and practices in graphic design. 3 s.h.

ART 385. Intermediate Photography. (Prerequisite: Art 285. Student must have access to a camera with manual control of exposure and focus.) A continuation of Art 285 with an emphasis on the further development of formal, conceptual and expressive skills in relationship to photography. Students will develop confidence in applying the technical, perceptual and

conceptual skills gained in previous courses to visual problems within the context of contemporary trends and practices in photography. 3 s.h.

ART 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ART 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 399LS. **Art Leadership Semester.** (Prerequisite: Junior standing and Consent of Instructor.) Practical, theoretical, and critical experience in leadership as applied to the disciplines of visual art or art history. A student must develop a Leadership Semester Proposal for a course-related leadership project that indicates how her work for Art 399LS offers her opportunities to develop as a leader based upon the Four C's of Leadership. Courses eligible for co-enrollment for Art 399LS are Art 360, 361, 364, 366, 370E, 370G, 370M, 370P, 370S, and 495. This course may be repeated for credit multiple times. 1 s.h.

ART 400. **Advanced Painting.** (Prerequisite: Art 300.) A senior level capstone studio course in painting. Work developed by students during this course will reflect their synthesis of ideas presented in earlier courses and their technical and conceptual competence in the area of painting. 3 s.h.

ART 408. **Advanced Drawing.** (Prerequisite: Art 308 or 2 s.h. of Art 306.) A senior level capstone studio course in drawing. Work developed by students during this course will reflect a synthesis of ideas and technical and conceptual competence at a senior level in drawing. 3 s.h.

ART 430. **Advanced Printmaking.** (Prerequisite: Art 330.) A senior level capstone studio course in printmaking. Work developed by students during this course will reflect their synthesis of ideas presented in earlier courses and their technical and conceptual competence at a senior level in printmaking. 3 s.h.

ART 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ART 471. **Advanced Graphic Design.** (Prerequisite: Art 371.) A senior level capstone studio course in graphic design. Work developed by students during this course will reflect their synthesis of ideas presented in earlier courses and their technical and conceptual competence in the area of graphic design. 3 s.h.

ART 484. **Advanced Photography.** (Prerequisite: Art 384. Student must have access to a 35 mm SLR manual camera.) A senior level capstone studio course in photography. Work developed by students during this course will reflect their synthesis of ideas presented in earlier courses and their technical and conceptual competence in the area of photography. 3 s.h.

ART 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ART 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ART 495. **Senior Exhibit.** (Prerequisite: Three semester hours of senior level studio credit at Columbia College with a grade of "B" or better; successful completion of program criteria for participation in Senior Exhibit.) A course which allows the participating senior opportunities to prepare a selection of her senior studio products for exhibition. Students will collaborate with classmates on preparations for an exhibit, including the following: establishment of a budget; design, printing, and distribution of invitations; design and printing of a brochure; planning for a reception; installation, tagging, and lighting works for show; and removal of works from the gallery. Students have the option of taking this course as their Leadership Semester with the addition of Art 399LS. There is a minimum \$50 lab fee for the course. 3 s.h.

Biology

BIO 100. **Biological Science.** An introduction to the principles of the life sciences for non-science majors. Scientific methodology, fundamentals of molecular and cellular biology, genetics, animal and plant classification and diversity, evolution, and ecology will be emphasized. Three lecture hours and three laboratory hours scheduled weekly. (Not open to students with credit in Biology 110.) 4 s.h.

BIO 101. **Science Seminar** A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Chemistry 101.) 1 s.h.

BIO 105. **Human Biology.** An introduction to the principles of human biology for non-science majors, with emphasis on cells, tissues, organs, and organ systems. Human environmental and population issues will also be discussed. Three lecture hours and three laboratory hours scheduled weekly. (Not open to students with credit in Biology 230 or 330.) 4 s.h.

BIO 110. **Foundations of Biology.** An introduction to unifying biological principles with emphasis on scientific methods, basic biochemistry, cellular form and function, metabolism, and genetics. A minimum grade of C is required to continue from this course into the Biology Major. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 120 **Human Health and Epidemiology.** (Prerequisite: Mathematics 120 or Mathematics 140 or consent of instructor) (Three hours lecture and one three-hour laboratory weekly) A course that introduces the historical contributions and modern uses of epidemiology. The course will include the basic tools of epidemiologic analysis, including case definitions and populations, incidence, prevalence, and case-fatality rates. Students will consider the meaning, scope, and applications of epidemiology to public health practice and the use of vital statistics data in the scientific appraisal of community health. Cross-listed as Public Health 120. 4 s.h.

BIO 130. **Human Anatomy and Physiology.** A survey of human biological form and function for non-science majors. Three lecture hours and three laboratory hours scheduled weekly. Not open to students with credit for BIO 230 or BIO 330. 4 s.h.

BIO 131. **Development and Enhancement of Problem-solving and Think Habits Part I.** This course is part one of a two semester seminar sequence. The fall course will focus on developing strong problem solving and reasoning skills and effective collaboration through group work. Many problems presented in this course will come from mathematics but also from the sciences. The course will include a fall weekend workshop and will then meet for two hours every week. (Cross-listed as Chemistry 131 and Mathematics 131.) 1 s.h.

BIO 132. **Development and Enhancement of Problem-solving and Think Habits Part II.** (Prerequisite: Biology/Chemistry/Mathematics 131.) This course is part two of a two semester seminar sequence. The spring course will build upon the skills learned through Biology/Chemistry/Mathematics 131 and will focus on applying acquired skills to a real-life problem. The major end product of the course will include a formal presentation at Spearsfest. The course will meet for two hours every week. (Cross-listed as Chemistry 132 and Mathematics 132.) 1 s.h.

BIO 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BIO 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BIO 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 201. **Science Seminar** (Prerequisite: Biology/Chemistry 101) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Chemistry 201.)1 s.h.

BIO 225. **Biodiversity.** (Prerequisite: BIO 110) A survey of species across major biological taxa with emphasis on patterns and mechanisms of evolution within the Eukarya. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 226. **Human Anatomy and Physiology I.** (Prerequisite: Biology 110) Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, nervous and endocrine systems. Laboratory includes microscopic study, animal dissection using the cat or another representative mammal and physiological experiments. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 240. **Ecology.** (Prerequisite: BIO 110) A study of relationships among organisms in environmental context with emphasis on field research techniques, mathematical modeling, and review of primary literature. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 265. **Microbiology.** (Prerequisite: Biology 110.) An introduction to the morphology, physiology, classification, immunology, medical importance, and economic significance of microorganisms including bacteria, viruses, molds, yeasts, and protozoa. Laboratory work will stress technique and cultivation of microorganisms. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BIO 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BIO 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 301. **Science Seminar** (Prerequisite: Biology/Chemistry 201) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Chemistry 301.)1 s.h.

BIO 321. **Parasitology.** (Prerequisite: Biology 225.) The life cycles, morphology, ecology, adaptations, pathology, and taxonomy of animal and human parasites. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 326. **Human Anatomy and Physiology II.** (Prerequisite: Biology 226) Functional anatomy and physiology of the human body, including the cardiovascular, immune, excretory, reproductive, digestive and respiratory systems. Laboratory includes continued microscopic study, animal dissection using the cat or another representative mammal and physiological experiments. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 340. **Marine Biology.** (Prerequisite: Biology 253.) A survey of microbial, animal and algal diversity in the marine environment with emphasis on biological form and function, coastal systems ecology and fisheries applications. Includes reading and discussion of primary literature. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 342. **Biochemistry.** (Prerequisite: BIO 110 and Chemistry 261) A detailed study of the major classes of biomolecules including carbohydrates, lipids, amino acids, structural proteins, enzymes, and nucleic acids. Chemical features and biological functions of these molecules will be examined in the context of intermediary metabolism. Three lecture hours and three laboratory hours scheduled weekly. (Also listed as CHEM 342) 4 s.h.

BIO 350. **Molecular Cell Biology.** (Prerequisite: Chemistry 122, Biology 225. Chemistry 261 is highly recommended as a prior or concurrent course.) This course considers the chemistry of life, the thermodynamic principles that govern cellular chemistry, the role of enzymes, nucleic acid function, protein synthesis, and the cellular organelles' roles in the integration of the basic unit of life. Both prokaryotic and eukaryotic cell function are considered. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 360. **Conservation Biology.** (Prerequisite: BIO 240) An advanced seminar based on case studies of human impacts on biological systems, with emphasis on species extinction, environmental toxicology, non-sustainable harvesting, and restoration ecology. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BIO 381. **Genetics.** (Prerequisite: Biology 225.) Principles of Mendelian heredity, linkage, mutation, sex determination, and eugenics. The working of problems will be stressed. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BIO 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 399LS. **Science Leadership Semester.** (Prerequisite: junior standing and approval of the Division.) An individualized exploration of leadership as experienced through activities associated with scientific disciplines. Students wishing to complete a Leadership Semester may do so by coupling an experiential learning opportunity with reflective analysis focused on leadership. Appropriate science-related experiences may include the following: (1) internship, employment, or volunteering at a science-related government agency, public service office, or business (2) a research project or experiential learning course pursued at Columbia College or another institution. Approved experiences will involve at least 25 hours of documented activity and will be accompanied by four assessed products: a brief proposal, to be submitted to the Program Coordinator at least 1 week before the start of the semester in which the experience occurs, a reflective journal of the experience, a final analytical paper, and an oral presentation. Content and formatting guidelines for each product will be provided. 1 s.h.

BIO 401. **Science Seminar.** (Prerequisite: Biology/Chemistry 301) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Chemistry 401.) 1 s.h.

BIO 413. **Histology.** (Prerequisite: Biology 230.) Provides a comprehensive study of human microanatomy. Lecture will focus on discerning the relationships between morphological structure and function. Laboratory exercises will focus on a thorough examination of human tissue samples from all systems of the human body. The aim of this course is to prepare

premedical, pre-dental, pre-veterinary, and nursing students for advanced study of medically oriented biological systems. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 442. Advanced Biochemistry. (Prerequisite: BIO 342.) A detailed study of the biosynthesis and metabolism of carbohydrates, lipids, proteins, and nucleic acids, including gluconeogenesis, glycogen metabolism, pentose phosphate pathway, β -oxidation, fatty acid biosynthesis, ketone bodies, eicosanoid biosynthesis, cholesterol biosynthesis, bile acids, steroid hormone biosynthesis, the nitrogen cycle, synthesis and degradation of amino acids, nucleotide biosynthesis, and purine/pyrimidine metabolism. Three lecture hours and three laboratory hours scheduled weekly. (Also listed as Chemistry 442.) 4 s.h.

BIO 450. Immunology. (Prerequisite: Biology 225, Biology 265.) A study of the basic concepts of the immune response, the properties of antigens and antibodies, immunologic specificity, and cellular and human immunity. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 470. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BIO 490. Special Problems. A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BIO 491. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BIO 492. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Business

BUS 101. Business in Practice. This introductory course offers an overview of the organization, functions, operations and roles of businesses. It presents and discusses career prospects in various business areas highlighting the opportunities that each presents. The course is primarily offered to first year students interested in learning about applied business practices. 3s.h.

BUS 170. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BUS 190. Special Problems. A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BUS 191. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 192. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 202. Principles of Management. (Prerequisite: Business 101.) This course focuses on the primary functions of management, to include the planning, organizing, leading, and controlling of organizational resources for the purpose of achieving organizational goals. 3 s.h.

BUS 203. **Principles of Marketing.** (Prerequisite: Business 101.) Principles and methods involved in the promotion mix used to communicate with the consumer, middleman, and industrialist. Emphasis on psychological, cultural and sociological factors affecting consumer behavior. 3 s.h.

BUS 261. **Principles of Accounting I.** (Prerequisite: Business 101 and grade of C or better in Mathematics 104, 107 or 160) An elementary course in the principles and application of financial accounting. 3 s.h.

BUS 262. **Principles of Accounting II.** (Prerequisite: Business 261 and Grade of C or better in Mathematics 104, 107 or 160.) An elementary course in managerial accounting. The emphasis is on providing information for management's use in making production, marketing, and financial decisions. 3 s.h.

BUS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BUS 271. **Personal Financial Management.** (Prerequisites: English 101) Introduction to the field of personal financial management and planning, focusing on the tools individuals and families employ to manage their cash, credit cards, investments, taxes, housing and automobile needs, insurance, and other financial activities. 3 s.h.

BUS 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BUS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 300. **Ethics in the Workplace.** This course focuses on ethical issues surrounding the workplace. Topics are introduced by way of case studies which students are invited to explore through a mix of interdisciplinary readings that inspire greater contextual understanding. (Previously offered as Business 390P, Philosophy 390P) 3 s.h.

BUS 301. **Business Law.** A course designed to give students an awareness of those aspects of the law needed in day-to-day dealings with business. Emphasis placed upon the law of contracts, negotiable instruments, wills, and current issues. 3 s.h.

BUS 310. **e-Business.** This fundamental course focuses on identifying the basic terms, concepts and rules that characterize e-business activities using internet-centric technologies. The course highlights the impact of e-commerce on the internal organization and its stake holders. 3 s.h.

BUS 311. **Business Law and Ethics.** A course designed to give students an awareness of aspects of laws and ethics needed in day-to-day dealings with business. Emphasis placed upon the law of contracts, negotiable instruments, wills, and current issues. It also focuses on ethical issues surrounding the workplace. Topics are introduced by way of case studies which students are invited to explore through a mix of interdisciplinary readings that inspire greater contextual understanding. 3 s.h.

BUS 320. **Marketing Analysis.** (Prerequisites: Business 303.) Application of software supplement for use with a personal computer system. Students are involved with solving computer problems related to the marketing environment. The course integrates the fundamentals of marketing (product, promotion, price, and distribution) into a marketing-oriented simulation. The students are required to act independently as small business decision makers. (Previously offered as Business 390C.) 3 s.h.

BUS 325. **Entrepreneurship.** Considers the contributions of the functional areas of Accounting, Economics, Finance, Management, and Marketing to the entrepreneurial firm. Examines various forms of small business ownership, to include purchasing a franchise or existing business and starting a new business. 3 s.h.

BUS 340. Organizational Behavior. This course examines the behavior of individuals and work groups within organizational settings. Primary emphasis is on the role of managers/leaders in their interactions with individual employees and the work group. 3 s.h.

BUS 350. Computer Applications of Business. (Prerequisite: Satisfactory completion of the Quantitative Reasoning requirement.) This course gives the student hands-on experience in using computer technology for business and accounting applications. Develops knowledge and skills to enhance decision-making, record keeping, and the overall quality of work life. The student will be able to analyze the business environment and enhance operational efficiency. 3 s.h.

BUS 353. Introduction to Business Analytics. (Prerequisites: Business 350 and Mathematics 140): This course introduces the basic skills of performing business analytics using contemporary software. 3 s.h.

BUS 360. Accounting Information Systems. (Prerequisite: Grade of C or better in Business 261 and 262, Mathematics 104.) This course provides an introduction to the concepts underlying information systems as they relate to managerial decision making and accounting. Students will apply concepts, techniques and procedures to the planning, analysis and design of computer-based information systems. (Previously offered as Business 390J.) 3 s.h.

BUS 363. Intermediate Accounting I. (Prerequisites: Grade of C or better in Business 261 and 262, Mathematics 104.) A study of financial accounting. The course covers detailed study of accounting principles. Main focus is on accounting theory and practice. Application as to determination of assets value and related problems of income measurement. 3 s.h.

BUS 364. Intermediate Accounting II. (Prerequisites: Grade of C or better in Business 261 and 262, Business 363, Mathematics 104.) A further study of financial accounting principles. Emphasis is placed on theory and concepts relating to the corporate capital structure. Additional topics covered are pension, lease and cash flow statement. 3 s.h.

BUS 367. Federal Income Tax Accounting. (Prerequisite: Grade of C or better in Business 261 and 262, Mathematics 104.) An introduction to the theory and practice of federal income taxation for individuals and corporations. A practice set will be used to give the student practical application. Special emphasis will be given to individual tax planning. 3 s.h.

BUS 368. Cost Accounting. (Prerequisites: Grade of C or better in Business 261 and 262, Mathematics 104.) A basic consideration of cost principles and procedures as applied to manufacturing concerns. Emphasis will be placed on the analysis of information for managerial decision making within a manufacturing concern. 3 s.h.

BUS 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BUS 371. Business Finance. (Prerequisites: Business 261 and 262 or Business 264, Mathematics 104.) An investigation into the nature of organization finance and its relation to the economy and other aspects of business management. 3 s.h.

BUS 380. Principles of Retailing. (Prerequisite: Business 303.) A study of the fundamentals of retailing, retail advertising, management, organization, and controls. 3 s.h.

BUS 390. Special Problems. A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BUS 391. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 392. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 409. **Data Visualization.** (Prerequisites: Business 350 and Mathematics 140): This course introduces computer skills of visualizing data for business representation and reporting. 3 s.h.

BUS 410. **Advanced Topics in Business Analytic.** (Prerequisite: Business 353): This capstone course introduces a number of advanced topics in business analytics, including data warehouse, data and text mining, and business intelligence. 3 s.h.

BUS 444. **Business Strategy.** (Prerequisites: Senior standing and Business 302, 303, and Economics 201.) This course synthesizes students' knowledge of the functional areas of business by focusing on the formulation and execution of business strategies so as to achieve sustained competitiveness of a company. (Previously offered as Business 490C.) 3 s.h.

BUS 455. **Research Methods.** (Prerequisites: Business 302, Business 303 and Mathematics 140.) A study of the scientific process and research methods and procedures used in decision-making. Emphasis is on the collection and interpretation of data and the relationship of research to the policies and functions of the firm. 3 s.h.

BUS 465. **Advanced Accounting.** (Prerequisites: Grade of C or better in Business 261 and 262, Business 363 and 364, Mathematics 104.) A study of theories applicable to specific business situations such as consolidated statements, governmental accounting, business combinations and liquidations. 3 s.h.

BUS 466. **Auditing.** (Prerequisites: Grade of C or better in Business 261 and 262, Business 363, Mathematics 104.) Fundamental principles and practices of internal and external auditing. Includes an in-depth discussion of internal control and audit procedures. 3 s.h.

BUS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

BUS 470I. **Internship in Business.** (Prerequisite: All major requirements completed, senior status and minimum of 2.5 GPA in Business Major requirements.) Individual work under faculty supervision with evaluation based upon appropriate evidence of achievement. Mandatory Pass/Fail. 4 s.h.

BUS 471. **Human Resource Management.** (Prerequisite: Business 302.) An overview of the primary activities and functions performed by the Human Resource Department of an organization, to include the forecasting of human resource needs, the selection, training, evaluation, and compensation of employees, and labor relations. 3 s.h.

BUS 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

BUS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

BUS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Chemistry

CHEM 100. **Extraordinary Chemistry.** (Previously offered as Chemistry 190B.) (Three hours lecture and one three-hour laboratory weekly.) General Education course. Designed for the non-science major, this course presents chemistry as an experimental science and draws on chemical principles to illustrate both the workings of science and the scientific method. Basic chemical principles are discussed and then applied to everyday situations. Topics vary, but usually include medicines, foods, pollution and environmental issues, forensic science, and common consumer products. (Not open to students with credit in Biology 290A or Chemistry 290A.) 4 s.h.

CHEM 101. **Science Seminar.** A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Biology 101.) 1 s.h.

CHEM 121. **General Chemistry I.** (Not open to students who have received credit for Physical Science 121.) (Prerequisite: Math SAT score of at least 500, Math ACT score of at least 19, or placement above Mathematics 104.) (Three hours lecture and one three-hour laboratory weekly.) An introduction to chemistry presenting the fundamental principles and appropriate descriptive material to serve as a foundation for further study of the subject. Qualitative and quantitative analysis are included in the laboratory portion of this course. 4 s.h.

CHEM 122. **General Chemistry II.** (Prerequisite: A grade of C or better in Chemistry 121. Satisfactory completion of the College Writing I requirement.) (Three hours lecture and one three-hour laboratory weekly.) An introduction to chemistry presenting the fundamental principles and appropriate descriptive material to serve as a foundation for further study of the subject. Qualitative and quantitative analysis are included in the laboratory portion of this course. 4 s.h.

CHEM 131. **Development and Enhancement of Problem-solving and Think Habits Part I.** This course is part one of a two semester seminar sequence. The fall course will focus on developing strong problem solving and reasoning skills and effective collaboration through group work. Many problems presented in this course will come from mathematics but also from the sciences. The course will include a fall weekend workshop and will then meet for two hours every week. (Cross-listed as Biology 131 and Mathematics 131.) 1 s.h.

CHEM 132. **Development and Enhancement of Problem-solving and Think Habits Part II.** (Prerequisite: Biology/Chemistry/Mathematics 131.) This course is part two of a two semester seminar sequence. The spring course will build upon the skills learned through Biology/Chemistry/Mathematics 131 and will focus on applying acquired skills to a real-life problem. The major end product of the course will include a formal presentation at Spearsfest. The course will meet for two hours every week. (Cross-listed as Biology 132 and Mathematics 132.) 1 s.h.

CHEM 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CHEM 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CHEM 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 201. **Science Seminar.** (Prerequisite: Biology/Chemistry 101) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Biology 201.) 1 s.h.

CHEM 261. **Organic Chemistry I.** (Prerequisite: A grade of C or better in Chemistry 122.) (Three hours lecture and one three-hour laboratory weekly.) A study of the structures, properties, nomenclature, reactions, and reaction mechanisms of aliphatic organic molecules. 4 s.h.

CHEM 262. **Organic Chemistry II.** (Prerequisite: Chemistry 122.) (Three hours lecture and one three-hour laboratory weekly.) A study of the structures, properties, nomenclature, reactions, reaction mechanisms, and spectra of aliphatic and aromatic organic molecules. 4 s.h.

CHEM 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CHEM 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CHEM 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 301. **Science Seminar.** (Prerequisite: Biology/Chemistry 201) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Biology 301.) 1 s.h.

CHEM 332. **Analytical Chemistry.** (Prerequisite: Chemistry 122.) (Two hours lecture and two three-hour laboratories weekly.) A study of the principles of gravimetric, volumetric, and instrumental analysis and the calculations of analytical chemistry. 4 s.h.

CHEM 342. **Biochemistry.** (Prerequisite: BIO 110 and Chemistry 261) A detailed study of the major classes of biomolecules including carbohydrates, lipids, amino acids, structural proteins, enzymes, and nucleic acids. Chemical features and biological functions of these molecules will be examined in the context of intermediary metabolism. Three lecture hours and three laboratory hours scheduled weekly. (Also listed as BIO 342.) 4 s.h.

CHEM 355 **Physical Chemistry I.** (Prerequisite: Physics 222 and Mathematics 165.) (Three hours lecture and one three-hour laboratory weekly.) The two-course sequence emphasizes thermodynamics, chemical equilibria, gas behavior, electrochemistry, kinetics, atomic and molecular structure, chemical bonding and quantum mechanics. 4 s.h.

CHEM 356. **Physical Chemistry II.** (Prerequisite: Chemistry 355.) (Three hours lecture and one three-hour laboratory weekly.) The two-course sequence emphasizes thermodynamics, chemical equilibria, gas behavior, electrochemistry, kinetics, atomic and molecular structure, chemical bonding and quantum mechanics. 4 s.h.

CHEM 361. **Organic Spectroscopy.** (Prerequisite: Chemistry 262.) (Three hours lecture and one three-hour laboratory weekly.) Theory, use and interpretation of data from infrared and U.V./ visible spectroscopy, 1D and 2D multilinear nuclear magnetic resonance spectroscopy and mass spectrometry. Laboratory work will stress the use of these techniques to identify the structure of organic compounds. 4 s.h.

CHEM 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CHEM 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CHEM 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 399LS. **Science Leadership Semester.** (Prerequisite: junior standing and approval of the Division.) An individualized exploration of leadership as experienced through activities associated with scientific disciplines. Students wishing to complete a Leadership Semester may do so by coupling an experiential learning opportunity with reflective analysis focused on leadership. Appropriate science-related experiences may include the following: (1) internship,

employment, or volunteering at a science-related government agency, public service office, or business (2) a research project or experiential learning course pursued at Columbia College or another institution. Approved experiences will involve at least 25 hours of documented activity and will be accompanied by four assessed products: a brief proposal, to be submitted to the Program Coordinator at least 1 week before the start of the semester in which the experience occurs, a reflective journal of the experience, a final analytical paper, and an oral presentation. Content and formatting guidelines for each product will be provided. 1 s.h.

CHEM 401. Science Seminar. (Prerequisite: Biology/Chemistry 301) A series of scientific presentations and discussions offered by students, faculty and invited speakers. One hour per week offered only in the spring semesters. Student requirements increase as the level of the seminar increases. (Also listed as Biology 401.) 1 s.h.

CHEM 442. Advanced Biochemistry. (Prerequisite: BIO 342.) A detailed study of the biosynthesis and metabolism of carbohydrates, lipids, proteins, and nucleic acids, including gluconeogenesis, glycogen metabolism, pentose phosphate pathway, β -oxidation, fatty acid biosynthesis, ketone bodies, eicosanoid biosynthesis, cholesterol biosynthesis, bile acids, steroid hormone biosynthesis, the nitrogen cycle, synthesis and degradation of amino acids, nucleotide biosynthesis, and purine/pyrimidine metabolism. Three lecture hours and three laboratory hours scheduled weekly. (Also listed as Biology 442.) 4 s.h.

CHEM 470. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CHEM 490. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CHEM 491. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CHEM 492. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Child and Family Studies

CFS 170. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CFS 190. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CFS 191. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 192. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 205. Introduction to Theories of Child Development. This course will introduce students to the basic study of theory through and understanding of theories of child development and developmental principles. In particular, this course is designed to help students think theoretically in analyzing behavior, cognition, emotions, and relationships. Of special interest are the years between birth and adolescence. 3 s.h.

CFS 208. **Children and a Violent Society.** This course explores the social and biological precursors for violence and examines the effects of these on individual and social behavior. (Also listed as Psychology 208.) 3 s.h.

CFS 220. **Theories and Practices of Child Life.** This course is designed to introduce students to the practices of child life specialists as they operate in medical settings. The course examines the intersection of the medical professions and child development, and prepares students for more advanced work in the field. 3 s.h.

CFS 221. **Family Development (SL).** A family systems theory analysis of the family as a social institution and its interactive dynamics. 3 s.h.

CFS 230. **The Hospitalized Child.** This course is designed to continue building professional practice and methods for working with children and families as a child life specialist. This course prepares students for more advanced work in the field. 3 s.h.

CFS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CFS 280. **Selected Human Services Experiences.** (Prerequisite: Consent of Instructor.) A selected experience in a human service agency under the supervision of the Child and Family Studies program director. 3 s.h.

CFS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CFS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 301. **Human Development and the Social Environment I.** (Prerequisite: Psychology 102.) This course explores the processes of human development and change from birth through adolescence. The student will analyze this developmental period in terms of the human biological, social, psychological, and cultural systems that have an impact on individual development and change. (Also listed as Social Work 301.) 3 s.h.

CFS 302. **Human Development and the Social Environment II.** (Prerequisite: Psychology 102.) This course explores the processes of human development and change from adulthood to senescence. The student will analyze this developmental period in terms of the human biological, social, psychological, and cultural systems that have an impact on individual development and change. (Also listed as Social Work 302.) 3 s.h.

CFS 316. **Parent Education.** A sociological view of the family and resources available for educating parents across the developmental spectrum from infancy to adolescence with an emphasis on development and training of parenting materials and programs. 3 s.h.

CFS 318. **Aging.** The aging process and its consequences for the individual, family, and society. Particular focus upon the social, psychological, economic, and physical aspects of aging and the societal programs designed to enhance the well-being of the aged. 3 s.h.

CFS 320. **Intervention with Children and Families (SL).** (Prerequisite: Child and Family Studies 221. Satisfactory completion of the Oral Communication requirement.) Theories for assessing behavior problems presented by children and families and procedures for designing, implementing and evaluating intervention strategies. Practical applications are made through the use of case studies, role-play, and demonstrations. (Also listed as Social Work 320.) 3 s.h.

CFS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CFS 380. **Child Life Clinical Experience.** (Prerequisite: Child Life students must have a 3.0 grade point average in their major courses prior to being admitted into the junior field experience and have completed Child and Family Studies 220 and 230.) A supervised clinical introduction to the field of Child Life Specialists and work with families in the medical setting. 3 s.h..

CFS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CFS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 430. **Death and Dying.** This course examines death and dying from a family systems and human development perspective providing students with the ability to understand and incorporate grief work in professional practice. 3 s.h.

CFS 455: **Family Law and the Legislative Process.** (Prerequisite: Consent of Instructor.) This course is designed to introduce students to issues regarding social and family policy, existing family law, and the legislative process as observed at the state level. 3 s.h.

CFS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CFS 470D. **Child Life Specialist Internship.** (Prerequisite: Consent of Instructor and completion of Child and Family Studies 380) A supervised clinical experience serving children and families in the Children's Hospital setting. Students will receive instruction on treatment of the hospitalized child. Mandatory pass/fail. 15 s.h.

CFS 480. **Field Experience in Child and Family Studies (SL).** (Prerequisite: Consent of Instructor and completion of Child and Family Studies 380 if a Child Life major) A supervised experience providing services to children and/or families in the student's area of emphasis. 3 s.h..

CFS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CFS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CFS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Communication Studies

COMM 100. **Introduction to Oral Communication.** Introduction to the fundamentals of effective oral communication with emphasis on preparation and presentation of informative and persuasive speeches and leadership. (Previously offered as Speech 104.) 3 s.h.

COMM 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

COMM 180. **Pearce Communication Lab Training and Development.** (Prerequisite: Consent of Instructor.) This course provides training and development for students working in the Pearce Communication Lab. This course involves research-based writing and speaking assignments, shadowing, and peer advising. This course may be taken up to 3 times for course credit. (Previously offered as Communication 190A.) 1 s.h.

COMM 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

COMM 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 200. **Survey of Communication Studies.** (Prerequisite: Satisfactory completion of the College Writing I requirement.) Introduction to the communication discipline cultivating engaged participation in a line of communication inquiry. This course explores the history of the field, basic theories and concepts in various communication contexts, and research methods/perspectives. (Previously offered as Speech 210.) 3 s.h.

COMM 210. **Interpersonal Communication.** (Prerequisite: Satisfactory completion of the Oral Communication requirement.) An introduction to basic theories and concepts of communication in the development and maintenance of relationships with an emphasis on developing communication competence. (Previously offered as Speech 330, Speech 280.) 3 s.h.

COMM 215. **Sports Communication.** This course introduces students to the enactment, production, consumption, and organization of sport. This entails a wide range of communicative processes, including mass communication productions, interpersonal interactions, family and relational development, public speeches, individual expression of identity through sport performances, and collective expressions of community through sport rituals. The course is particularly invested in critical issues of gender, race, sexuality, and ableism in sports communication discourses while also imparting practical resources for students interested in sports communication careers. 3 s.h.

COMM 220. **Advanced Public Speaking.** (Prerequisite: Satisfactory completion of the Oral Communication requirement.) Theoretical and practical experience in the composition and delivery of informative, persuasive, and ceremonial speaking for rhetorical leadership in business and professional life. (Previously offered as Speech 220.) (Not open to students with credit in Speech 230 or 233.) 3 s.h.

COMM 225. **Presidential Rhetoric.** This course is primarily a study of presidential rhetorical genres (like inaugural addresses), using the ideas(s) of genre to think through and evaluate presidential rhetoric and how rhetoric helps constitute our understanding of the presidency. The course also focuses on case-study discourse of specific American presidents and how leadership was impacted during a national crises. The course is particularly valuable for any student wishing to pursue a career in politics. 3 s.h.

COMM 230. **Health Communication.** An introduction to communication within the context of the health care industry. Students learn effective communication practice for patient-provider communication, provider team communication, health care information and advocacy, and health care public relations. 3 s.h.

COMM 235. **Nonverbal Communication.** The purpose of this course is to better understand unspoken, non-linguistic nonverbal influences on communication. In particular, this course will focus on characteristics like appearance, body, eye, and facial movement, touch and smell, time and space, and how these characteristics intersect. We will also examine

nonverbal influences in online, virtual environments as well as consider ways in which culture and identity implicitly influence interaction. 3 s.h.

COMM 240. Small Group Communication. (Prerequisite: Satisfactory completion of the Oral Communication requirement.) The study of communication in the context of small group interaction including theoretical and practical experience in the dynamics of group interaction, discussion and decision making, and leadership. (Previously offered as Speech 240.) 3 s.h.

COMM 245. Intercultural Communication. An introduction to the fundamental topics, principles, and theories of culturally diverse message systems. The course emphasizes an appreciation of multiple worldviews and the development of intercultural competence to prepare students for engagement in a global community. (Previously offered as Communication 340.) 3 s.h.

COMM 250. Business and Professional Communication. (Prerequisite: Satisfactory completion of the Oral Communication requirement.) An introduction to communication theory and practice within the business and professional context in order to cultivate business and professional leadership potential. The emphasis is on acquisition of skills for use in interviewing processes, networking, business meetings, professional presentations, and business leadership. (Previously offered as Speech 250.) 3 s.h.

COMM 255. Computer Mediated Communication. This course focuses on new, computer generated communication mediums (like Facebook) to help students better understand the influence of technology on how relational partners communicate online and how such technology changes the nature of personal relationships. The class also covers problematic trends in the issue of social media (like cyberbullying). Further, the course is particularly invested in critical issues of gender, race, and sexuality within the social media context. 3 s.

COMM 260. Communication as Performance. This course uses performance as a metaphor for everyday life communication, as a method of inquiry within the discipline of Communication Studies, and as an object of study for communication scholars. Students will study a variety of cultural and communication phenomena including everyday storytelling, the politics of place and location, historiography, and aesthetics. 3.s.

COMM 270. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

COMM 270K. Internship in Communication Studies. (Prerequisite: 3.0 GPA, Consent of Instructor). Individual work in communication under faculty supervision with evaluation based on appropriate evidence of achievement. (Previously offered as Speech 270K.) 1-4 s.h.

COMM 290. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

COMM 291. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 292. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 300. African American Rhetoric. Introduction to the rhetorical characteristics of African American discourses with an emphasis on significant African American voices advocating social change through a variety of rhetorical means. Students will learn the differences between Western/Eurocentric and Afrocentric approaches to rhetorical theory, practice, and criticism. (Previously offered as Communication 290A.) 3 s.h.

COMM 310. Persuasion. Theoretical approaches to analyzing persuasive messages in the mass media, political campaigns, and social movements. Students will develop skills in critical analysis of public discourse. (Previously offered as Speech 310.) 3 s.h.

COMM 320LS. **Leadership and Communication.** The study of leadership as a relational and transactional process of mutual influence between leaders and followers for the accomplishment of collective goals. Students will complete a course-related leadership project focused on the analysis of practical, theoretical, and critical experiences in leadership as applied to the Division's Philosophy of Leadership and the Four C's of Leadership at Columbia College. Students will present the results of their projects in a public forum and will write reflection papers assessing how their projects helped them develop as competent communicators and leaders. (Previously offered as Speech 320.) 3 s.h.

COMM 330. **The Rhetoric of Public Advocacy.** Rhetorical theory and criticism with an emphasis on public advocacy discourses. Students learn critical perspectives for analyzing, interpreting, and evaluating public communication in American history. (Previously offered as Speech 315.) 3 s.h.

COMM 335 **Political Communication.** This course will focus on many aspects of political communication including the nature of political communication, ideology, politics, and media, presidential rhetoric, political campaigns, and news coverage of politics. Rooted in contemporary, critical approaches to studying communication and rhetoric, the course will be an in-depth look at the link between rhetoric, government, and citizenship. 3 s.h.

COMM 350. **Organizational Communication.** The study of communication networks as the structuring principle of organizational life with emphasis on organizational culture, employee socialization, power, and leadership as a transactional process capable of cultivating beneficial change in an organizational context. (Previously offered as Speech/Business 290B, Speech 350.) 3 s.h.

COMM 355. **Leadership, Crisis & Communication.** This course examines the latest theory, practice, and innovative approaches for handling organizational crisis from a Communication Studies perspective. This course will highlight successes and failures in dealing with core issues of crisis leadership, managing uncertainty, communicating effectively, understanding risk, promoting communication ethics, enabling organizational learning, and producing renewing responses to crisis. (Previously offered as COMM 390D.) 3 s.h.

COMM 360. **Gender and Communication.** An exploration of the cultural definitions of femininity and masculinity emphasizing how gender shapes individuals' communication and cultural views of women and men. (Previously offered as Speech 290C, Speech 360.) 3 s.h.

COMM 365 **Media and Popular Culture.** This course will bring together the scholarly traditions of contemporary rhetorical criticism and critical/cultural studies (including Marxist and feminist critiques) in the investigation of popular culture discourse. Topics include the media of film, television, music, and the internet. 3 s.h.

COMM 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

COMM 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

COMM 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

COMM 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

COMM 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

COMM 499. **Senior Seminar in Communication.** (Prerequisite: Completion of or enrollment in courses for completion of the Communication Major requirements. Satisfactory completion of the College Writing I requirement.) A capstone course in communication research methodologies culminating in an original research project. (Previously offered as Speech 495.) 3 s.h.

Computer and Information Science (CIS)

CIS 109. **Computer Science for the Liberal Arts.** (Prerequisite: Mathematics 100 or Mathematics placement above 100.) This course introduces students to the computer science discipline through exploration of a variety of topics. Applications and connections to contemporary society are emphasized. This course satisfies the mathematics general education requirement. (Previously offered as CIS 120.) 3 s.h.

CIS 110. **Fundamentals of Computer and Information Science.** (Prerequisite: Mathematics 100 or placement in Mathematics 104 or higher, or Consent of the Program Coordinator.) A broad introduction to computer and information science. Topics include hardware, software, applications, systems development, ethics, and an introduction to programming. (Previously offered as CIS 141.) 3 s.h.

CIS 111. **An Introduction to Programming using Visual Basic.** (Prerequisite: a Computer and Information Science course and a grade of C or better in Mathematics 104, or Consent of the Program Coordinator.) An introduction to procedural programming techniques including variables, control structures, functions and procedures in an object-oriented event-driven environment. 3 s.h.

CIS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CIS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CIS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 211. **Programming I.** (Prerequisite: A grade of C or better in Computer and Information Science 111 or Consent of the Program Coordinator.) An introduction to programming and problem-solving using a high level programming language. Topics include data types, variables, assignment, control structures, arrays, and an introduction to object-oriented programming. 3 s.h.

CIS 212. **Programming II.** (Prerequisite: A grade of C or better in Computer and Information Science 211.) A further study of programming and problem-solving using object-oriented programming techniques. Topics include: abstraction, inheritance, polymorphism, error-handling, and data structures. 3 s.h.

- CIS 221. Fundamentals of Hardware and Software.** (Prerequisite: Computer and Information Science 109 or 110.) An introduction to computer architecture and operating systems. Topics include computer system components, peripheral devices, operating software, i/o devices and extensions, and an introduction to networked computer systems. 3 s.h.
- CIS 230. Introduction to Web Development.** (Prerequisite: Computer and Information Science 109 or 110.) An introduction to Web development from design to implementation using Web tools and technologies such as HTML and other authoring and scripting languages. 3 s.h.
- CIS 250. Networks.** (Prerequisite: Computer and Information Science 221.) This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. 3 s.h.
- CIS 270. Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.
- CIS 290. Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.
- CIS 291. Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.
- CIS 292. Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.
- CIS 313. Software Development.** (Prerequisite: A grade of C or better in Computer and Information Science 212.) This course focuses on tools and techniques necessary in modern software development. Topics include: data structures and algorithms, software life cycle including requirements, specifications and design, selected modern programming techniques. 3 s.h.
- CIS 314. Algorithms and Data Structure.** (Prerequisite: Computer and Information Science 212 and Mathematics 251.) This course surveys the basic data structures and the associated algorithms. Topics include algorithm design, data representation, algorithm complexity, and proof of correctness. 3 s.h.
- CIS 340. Systems Analysis and Design.** (Prerequisite: Computer and Information Science 109 or 110 and Computer and Information Science 111. Satisfactory completion of the College Writing I requirement.) A study of the processes, methodology and issues related to the analysis and design of information systems. Topics include: requirement analysis, system development life cycle, structured design, feasibility studies, installation and implementation. 3 s.h.
- CIS 350. Database Management Systems.** (Prerequisite: Computer and Information Science 109 or 110 and Computer and Information Science 111.) A study of database management concepts and techniques. Topics include: data modeling using entity-relationship, relational, hierarchical and network models, use of SQL (structured query language) and other database software to develop databases. 3 s.h.
- CIS 370. Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.
- CIS 370A. Applications of Computer Systems.** (Prerequisites: Computer and Information Science 111 and 250.) Hands-on experience with the computer support staff at Columbia College. Activities will involve maintaining a network and a collection of hardware and software applications. 1-6 s.h.
- CIS 390. Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CIS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 430. **Advanced Web Development.** (Prerequisite: Computer and Information Science 230 and 350.) This course introduces advanced web tools for designing, developing, implementing and maintaining web sites. Topics include interactivity, multimedia elements including animation, and linking to a database. 3 s.h.

CIS 440. **Management Information Systems.** (Prerequisite: Computer and Information Science 340.) This course examines the connection between organizational strategy and electronic methods of delivering products and services in inter-organizational, national and global environments. Topics include: e-commerce, business models, supply-chain, information privacy and security, legal and ethical issues. 3 s.h.

CIS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CIS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CIS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CIS 498. **Senior Project.** (Prerequisite: Senior Computer and Information Science major or Consent of the Program Coordinator.) The senior project may be an in-depth study of a topic in computer and information science or may consist of a significant application in the field. The Division's approval of each student's proposed project must be secured during the semester before the student enrolls for credit in this course. 3 s.h.

Contractual Studies

CS Seminars. Interdisciplinary seminars may be provided under the auspices of the Center for Contractual Studies. The title of these seminars will be announced. 1 s.h. each.

CS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 193. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Cannot be taken Pass/Fail. 1-4 s.h.

CS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 293. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Cannot be taken Pass/Fail. 1-4 s.h.

CS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

CS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 393. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Cannot be taken Pass/Fail. 1-4 s.h.

CS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

CS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

CS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

CS 493. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Cannot be taken Pass/Fail. 1-4 s.h.

CS 498. **Senior Project.** A summary academic work representing the culmination and synthesis of one's area of special concentration. To be evaluated by the Advisory Council of the Center for Contractual Studies. 1s.h.

Dance

DAN 105. **Dance Appreciation.** This is a course designed to introduce students to the dance phenomenon. An appreciation of dance will be promoted through a study of historical and theoretical discourse, writings in dance criticism, and attendance at a live dance performance. 3 s.h.

DAN 107. **Introduction to Dance Studies.** This course provides an introduction to the study of the dance phenomenon in consideration of historical and cultural contexts, as well as a survey of scholarly and other career paths in the discipline. Special emphasis is given to the relationship between dance and identity, and students will locate their individual positions within dance. 3 s.h.

DAN 117. **Dance Traditions I.** This studio-based course is an introductory-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., Jazz, Ballet, Tap, Urban Movement, Contact Improvisation, West African, Argentine tango) are presented in historical and cultural contexts. This course may be taken multiple times for credit. 1 s.h.

DAN 118. **Somatic Techniques I.** The focus of this course is on developing the students' holistic self by studying mindfulness towards physicality in relationship to inner connectivity. By introducing students to physiological issues dancers commonly confront, somatic techniques will be experienced as a means to addressing those issues in order to enhance outward expressivity with a holistic approach. May be taken multiple times for credit. 1 s.h.

DAN 141. **Contemporary Dance Techniques I.** The focus of this course is on the introductory study of dance technique for students beginning the study of Contemporary dance. Must be taken concurrently with Somatic Techniques I. May be taken multiple times for credit. 1 s.h.

DAN 143. **CoLAB I.** This course offers students an opportunity to gain experience as artists and campus community collaborators through projects initiated by *CCdanceLAB & friends*. This course may be taken multiple times for credit. 1 s.h.

DAN 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

DAN 189. **Dance Company: First Year.** (Co-requisite: One Contemporary Dance technique course and one additional course from the Movement Practices strand.) Columbia College Dance Company (CCDC) provides practical training in the skills needed to operate a dance company. In addition to developing performance skills, students practice production skills in areas such as lighting, sound, backstage crew, and front-of-house support. The course also teaches leadership skills applicable to the dance profession and beyond by enabling students to develop and demonstrate courage, commitment, confidence, and competence as they assume leadership positions within the CCDC. May be taken twice for credit. 0-1 s.h.

DAN 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

DAN 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 206. **Choreography I.** (Prerequisite: Dance 141.) (Three hours weekly.) This course introduces the elements of dance as a vehicle for analyzing and inventing movement while exploring processes for developing choreography. 2 s.h.

DAN 207. **Somatic Re-Education.** The study of how our bodies efficiently move with full range in space. Current somatic practices will be introduced that deal specifically with the body's core abdominal strength, breath support, and muscular connectivity. The course will be taught as a lecture and studio class and is open to majors and non-majors. It is strongly recommended that dance majors take this course in concurrence with Biology 325. 2 s.h.

DAN 217. **Dance Traditions II.** (Prerequisite: Dance 117 and Consent of Instructor). This studio-based course is an intermediate-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., Jazz, Ballet, Tap, Urban Movement, Contact Improvisation, West African, Argentine tango) are presented in historical and cultural contexts. This course may be taken multiple times for credit. 1 s.h.

DAN 218. **Somatic Techniques II.** (Prerequisite: Dance 118 and Consent of Instructor). The focus of this course is on developing the students' understanding and integration of somatic practices in dance. In order to encourage authenticity of performance, various somatic disciplines like, *Bartenieff Fundamentals*, *Hatha Yoga*, *Proprioceptive Neuromuscular Facilitation*, *Tai Chi*, and *Contact Improvisation* among others may be applied. Students will be assessed on four key measures via the Dance Program's Observable Measures for Somatic Techniques proficiency document: *Centering and Mindfulness*, *Experiential Anatomy Skills Development*, *The Moving Form*, and *Applied Learning through Shared Experience*. May be taken multiple times for credit. 1 s.h.

DAN 220. **Topics in Contemporary Dance History.** (Prerequisite: Dance 105 or 107.) Critical analysis of current issues surrounding Contemporary Dance with an emphasis on theories and practices (historical, critical, anthropological, aesthetic, cultural, political, etc.) affecting the motivations of dance traditions. 3 s.h.

DAN 233. **Dance Education I.** (Prerequisite: Dance 107 or consent of instructor.) This course introduces theoretical overviews of national and state standards for dance education as well as various strategies for designing effective curriculum, instruction, and assessment within a comprehensive Pre-K-12 dance education program. Instructional topics covered include: integrative approaches to curricular design, use of technological and outside resource support, and the development of management skills and special needs adaptations for differently-abled and gifted students within the classroom setting. Students will also participate in scheduled lab settings throughout the semester. 3 s.h.

DAN 234. **Dance Education II.** (Prerequisite: Dance 233, Co-requisite: Education 262.) This course concentrates on the practical application of the theoretical concepts introduced in Dance Education I. Development of focused individual, unit, and long range lesson plans will be introduced, practiced, and critiqued as well as issues within the practice of dance education, diversity, assessment and performance. Students will teach and participate within various school settings throughout the semester. 3 s.h.

DAN 241. **Contemporary Dance Techniques II.** (Prerequisite: Dance 141 and Consent of Instructor or Placement Audition.) The focus of this course is the progressive study and exploration of the technical foundations of contemporary dance for students at the beginning to intermediate level. Must be taken concurrently with Somatic Techniques II. May be taken multiple times for credit. 1 s.h.

DAN 243. **CoLAB II.** This course offers students an opportunity to gain experience as artists and campus community collaborators through projects initiated by *CCdanceLAB & friends*. This course may be taken multiple times for credit. 1 s.h.

DAN 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

DAN 289. **Dance Company: Second Year.** (Co-requisite: One Contemporary Dance technique course and one additional course from the Movement Practices strand.) Columbia College Dance Company (CCDC) provides practical training in the skills needed to operate a dance company. In addition to developing performance skills, students practice production skills in areas such as lighting, sound, backstage crew, and front-of-house support. The course also teaches leadership skills applicable to the dance profession and beyond by enabling students to develop and demonstrate courage, commitment, confidence, and competence as they assume leadership positions within the CCDC. Participation at the second year-level reflects increasingly responsible roles in CCDC, including mentorship of first-year students. This course may be taken twice for credit. 0-1 s.h.

DAN 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

DAN 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 307. **Dance Analysis and Patterning.** (Prerequisites: 4 s.h. from Dance 141, 241, 341, 441, 451) The focus of this course is on the study and analysis of movement and movement patterning based on principles of Laban Movement Analysis, Bartenieff Fundamentals, Motif writing, Effort/Shape studies, and individual perceptual and physical exploration. Students will learn how to embody and then apply these concepts in choreography, teaching, and physical wellness. Verbal and physical communication skills as well as the practice and application of higher-order thinking skills of identification, analysis, synthesis, and evaluation as they relate to comprehensive dance education are emphasized in this course. 3 s.h.

DAN 308. **Choreography II.** (Prerequisite: Dance 206.) (Three hours weekly.) The focus of this course is on the furthering of compositional skills through the study of more advanced principles of choreographic design including sourcing and structuring movement explorations, developing a critical eye for perceiving various compositions, and verbally articulating and applying choreographic processes. 2 s.h.

DAN 313. **Applied Teaching Skills.** (Prerequisite: Consent of instructor.) Provides upper-level students with advanced practice in teaching dance technique. Students assist the instructor throughout the course. In addition, students plan and teach several class sessions under the supervision of the instructor. 1-2 s.h.

DAN 317. **Dance Traditions III.** (Prerequisite: Dance 217 and Consent of Instructor). This studio-based course is an intermediate/advanced-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., Jazz, Ballet, Tap, Urban Movement, Contact Improvisation, West African, Argentine tango) are presented in historical and cultural contexts. This course may be taken multiple times for credit. 1 s.h.

DAN 318. **Somatic Techniques III.** (Prerequisite: Dance 218 and Consent of Instructor). The focus of this course is on developing the students' ability to execute somatic techniques consistently. Furthering the progressive study and exploration of somatic practices at the intermediate level encourages skill development and integration of a somatic approach to dance. Students will be assessed on four key measures via the Dance Program's Observable Measures for Somatic Techniques proficiency document: *Centering and Mindfulness*, *Experiential Anatomy Skills Development*, *The Moving Form*, and *Applied Learning through Shared Experience*. May be taken multiple times for credit. 1 s.h.

DAN 320. **Dance in Sociopolitical Contexts.** (Prerequisite: Dance 105 or 107.) An investigation of dance practices across time and space with an emphasis on the relationship of dance to culture and politics. Critical theories will be examined in relation to dance practices through the exploration of themes including dance as performative representation of personal and collective identity, dance as a mechanism for social reproduction, dance as resistance, and the social construction of dancing bodies as gendered/raced/classed. 3 s.h.

DAN 340. **Dance Aesthetics.** (Prerequisite: Dance 220.) The study of aesthetic theories and the application of critical analysis to concert dance forms. Course includes a mastery of an aesthetic vocabulary necessary in critical analysis of dance master works. The course requires that the student define and defend her personal aesthetics through written and oral presentations through a final project. Effort is made to develop the student's critical eye and written expression through the use of both description review and critical analysis. 3 s.h.

DAN 341. **Contemporary Dance Techniques III.** (Prerequisite: Dance 241 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study and exploration of the technical foundations of contemporary dance for students at the intermediate level. Must be taken concurrently with Somatic Techniques III. May be taken multiple times for credit. 1 s.h.

DAN 343. **CoLAB III.** (Prerequisite: Consent of Instructor.) This course offers students an opportunity to gain experience as artists and community collaborators with professional artists through community based projects initiated by *The Power Company Collaborative*. This course may be taken multiple times for credit. 1 s.h.

DAN 351. **Dance Pedagogy.** (Prerequisite: Junior or senior status and at least one semester in Dance 341). This Course is an examination of teaching methods in the discipline of dance. Using a somatic approach, students will understand methods

for teaching dance of various styles and techniques from a common grounding in the body. This course offers the opportunity to synthesize and practice teaching dance students as technicians and artists. 3 s.h.

DAN 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

DAN 370M. **Junior Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1 s.h.

DAN 389. **Dance Company: Junior Year.** (Co-requisite: One Contemporary Dance technique course and one additional course from the Movement Practices strand.) Columbia College Dance Company (CCDC) provides practical training in the skills needed to operate a dance company. In addition to developing performance skills, students practice production skills in areas such as lighting, sound, backstage crew, and front-of-house support. The course also teaches leadership skills applicable to the dance profession and beyond by enabling students to develop and demonstrate courage, commitment, confidence, and competence as they assume leadership positions within the CCDC. Participation at the junior year-level reflects increasingly responsible roles in CCDC, including mentorship of first-year students and coordination of the senior banquet. This course may be taken twice for credit. 0-1 s.h.

DAN 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

DAN 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 417. **Dance Traditions IV.** (Prerequisite: Dance 317 and Consent of Instructor). This studio-based course is an advanced-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., Jazz, Ballet, Tap, Urban Movement, Contact Improvisation, West African, Argentine tango) are presented in historical and cultural contexts. This course may be taken multiple times for credit. 1 s.h.

DAN 418. **Somatic Techniques IV.** (Prerequisite: Dance 318 and Consent of Instructor). The focus of this course furthers the progressive study and mastery of somatic practices as integral to dance. Students will be assessed on four key measures via the Dance Program's Observable Measures for Somatic Techniques proficiency document: *Centering and Mindfulness*, *Experiential Anatomy Skills Development*, *The Moving Form*, and *Applied Learning through Shared Experience*. Proficiency in Somatic Techniques for the B.A. in Dance Education student is earned with a grade of "B" or better for two consecutive semesters. May be taken multiple times for credit. 1 s.h.

DAN 420. **Choreography III.** (Prerequisite: Dance 308.) The focus of this course is on the practice and further development of choreographic skill in constructing dances by means of diverse compositional scenarios for various performance contexts. 2 s.h.

DAN 441. **Contemporary Dance Techniques IV.** (Prerequisite: Dance 341 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study and exploration of the technical foundations of contemporary dance at the intermediate/advanced level. Must be taken concurrently with Somatic Techniques IV. May be taken multiple times for credit. 1 s.h.

DAN 443. **CoLAB IV.** (Prerequisite: Consent of Instructor.) This course offers students an opportunity to gain experience as artists and community collaborators with professional artists through community based projects initiated by *The Power Company Collaborative*. This course may be taken multiple times for credit. 1 s.h.

DAN 451. **Contemporary Dance Technique V.** (Prerequisite: Dance 441 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study and exploration of the technical foundations of contemporary at the advanced level. May be taken multiple times for credit. 2 s.h.

DAN 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

DAN 475. **Dance Senior Seminar.** This course is a seminar covering professional preparation needed for BA candidates (e.g., capstone preparation, resume writing, video editing, graduate school application, audition procedures, etc.). BA candidates will develop and submit proposals for the BA Senior Project for approval of the Division: These proposals must describe the manner in which students will apply leadership capabilities to accomplish their project. Throughout the course, students also will refine the necessary leadership skills for successful completion of the capstone experience (Dance 481LS). 1 s.h.

DAN 481LS. **BA Senior Project.** (Prerequisite: Senior Status, Dance 475.) This capstone experience is for the senior seeking a B.A. in Dance. The project content is not specified and may include research, written work, and/or creative work; however, the project must include a leadership component. The project will be publicly presented on a date set by the Dance Program. Upon completion of the project, the student will develop a paper reflecting upon her capstone experience and describing how she applied leadership skills, including challenges faced and solutions discovered. 2 s.h.

DAN 489. **Dance Company: Senior Year.** (Co-requisite: One Contemporary Dance technique course and one additional course from the Movement Practices strand.) Columbia College Dance Company (CCDC) provides practical training in the skills needed to operate a dance company. In addition to developing performance skills, students practice production skills in areas such as lighting, sound, backstage crew, and front-of-house support. The course also teaches leadership skills applicable to the dance profession and beyond by enabling students to develop and demonstrate courage, commitment, confidence, and competence as they assume leadership positions within the CCDC. Participation at the senior year-level reflects increasingly responsible roles in CCDC, including mentorship of first-year students. May be taken twice for credit. 0-1 s.h.

DAN 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

DAN 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

DAN 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Economics

ECON 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ECON 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ECON 191.. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 201. **Principles of Economics I, Macroeconomics.** (Prerequisite: Grade of C or better in Mathematics 104, 107, or 160.) A study of the theory of income, employment and price determination, along with a brief examination of international economics. Emphasis is placed on the national economy and policies that affect it. 3 s.h.

ECON 202. **Principles of Economics II, Microeconomics.** (Prerequisites: Economics 201 and Grade of C or better in Mathematics 107 or 160.) An examination of the ways in which a market economy allocates scarce resources to the production of goods and services and an analysis of alternate market structures. The determinants of prices, wages and production are discussed. 3 s.h.

ECON 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ECON 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ECON 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ECON 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ECON 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ECON 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ECON 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ECON 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Education

EDU 100. **Introduction to Professional Education.** An introduction to the teacher education program will be based on the concept of the teacher as leader. Students will begin building a knowledge and skill base for teacher leadership through self-assessment, team building and goal setting activities. The ten performance dimensions of the South Carolina ADEPT evaluation system will be introduced. Resulting products may be included in general education and/or professional education portfolios. 3 s.h.

EDU 101. **Teaching Fellows Seminar I.** This freshman year seminar is designed to enable Teaching Fellows to adjust to college life and promote the sense of a cohort. Mandatory pass/fail. 1 s.h.

EDU 102. **Teaching Fellows Seminar II.** This freshman year seminar is designed to enable Teaching Fellows to develop long-range professional goals and begin to explore education issues. Mandatory pass/fail. 1 s.h.

EDU 115. **SMART Notebook.** This course will introduce students to both SMART Boards and SMART Notebook software. This is a hybrid course that meets one full day for 7 hours face to face. The remaining hours are completed online. 1 s.h.

EDU 150. **Introduction to the Profession of Teaching.** (Prerequisite: Satisfactory completion of the Oral Communication requirement.) This course will introduce aspiring teacher candidates to the field of education. Students will explore the history and foundations of education, the current and diverse classroom composition, differences in learning and appropriate teaching methods, management and assessment skills and the importance of creating positive relationships with students, their families and colleagues. Students will become familiar with the vocabulary and issues of education today, the path to becoming a certified teacher in South Carolina and the academic rigor of the education program at Columbia College. This course will require all students to register and take all 3 parts of the Praxis I, a test required of all potential teacher candidates, unless status of exemption is achieved through SAT scores (see Education Division). Failure to complete this requirement will result in students receiving an I in the course. 3 s.h.

EDU 160. **Preparation for Careers in Education.** This course will focus on providing opportunities for teacher candidates to observe, review, demonstrate, and reflect on specific principles for a career in teaching in South Carolina public schools. The South Carolina Evaluation System, an integrated system of State Standards, guidelines, and strategies designed to promote excellence in the teaching profession will be presented. Specifically, future teacher candidates will gain and demonstrate knowledge on how to successfully plan instruction, as well as navigate the evaluation process for continuing employment once certification is completed. Finally, career options in public education will be explored. 2 s.h.

EDU 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

EDU 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

EDU 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 201. **Teaching Fellows Seminar III.** This sophomore year seminar is designed to explore multicultural, social and diversity issues in education. Teaching Fellows will design an inquiry project. Mandatory pass/fail. 1 s.h.

EDU 202. **Teaching Fellows Seminar IV.** This sophomore year seminar is designed to explore multicultural, social and diversity issues in education. Teaching Fellows will implement their inquiry projects in public school settings. Mandatory pass/fail. 1 s.h.

EDU 203. **Human Growth and Development.** A review of physical, social, emotional, and intellectual growth and development as they occur throughout the life span (childhood, adolescence, and adulthood). (Also listed as Psychology 203.) 3 s.h.

EDU 210. **Development and Learning: Birth through Age Eleven.** This course will help teacher candidates develop an understanding of theories of growth and development, theories of learning and motivation, and how these principles and concepts relate to classroom learning. It will stress the importance of physical, social, cultural and emotional factors on the cognitive and language development of infants and children. 3 s.h.

EDU 211. **Development and Learning: The Adolescent Years.** This course will help teacher candidates develop an understanding of theories of growth and development, theories of learning and motivation, and how these principles and concepts relate to classroom learning. It will stress the importance of physical, social, cultural and emotional factors on the cognitive and moral development of adolescents. This course is intended for middle level and secondary certifiers. 3 s.h.

EDU 212: **Adolescent Development.** (Prerequisite or Co-requisite: Education 210) This course will help teacher candidates develop an understanding of theories of growth and development for adolescents and relate to classroom learning. It will stress the importance of physical, social, cultural and emotional factors on the development of adolescents. This course is intended for K- 12 certifiers only. Students obtaining secondary education certification must take Education 211 only. 1 s.h.

EDU 230. **Learners and Learning.** (Not open to students with credit in both Education 203 and Education 253.) Human development across the lifespan; particularly focusing on stages of development, application of learning theories, individual differences (including exceptionalities, gender, culture, and ethnicity), effective instructional strategies and critical thinking skills. 3 s.h.

EDU 240. **Methods of Teaching in the Middle School and High School.** (Prerequisite: Pass Praxis I, Co-requisite: Education 260) The study of general methods and theories of curriculum, instruction, classroom management, the teaching of reading, and assessment needed by the collaborative professional in the middle school and high school. The impact of standards, research, diversity, and technology will be integrated throughout the course. 3 s.h.

EDU 260. **Shadowing in Schools (Field Experience I).** (Prerequisite: Pass Praxis I, Co- requisite: Education 160) Teacher candidates will observe and implement specific principles of teaching in public schools. The principles, procedures, and methods will be practiced as a future teacher shadows a classroom teacher in tutoring, small groups, and whole class instructional strategies. Teacher candidates will work in academic assistance in small and large groups of diverse students in lesson planning, assisting in grading student work, and working collaboratively with professional team/school departments. Application of a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction will be studied. (Not open to students with credit in Education 370C, Special Education 370M, Speech Language Pathology 270C, or Education 270E.) (Previously offered as Education 270E.) 1-3 s.h.

EDU 262. **Shadowing in Schools (Field Experience in Dance Education I).** (Prerequisite: Pass Praxis I and Dance 233.) This field experience is a discipline-based model for dance education in either upper middle or high school. (Previously offered as Education 270D.) 1 s.h.

EDU 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

EDU 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

EDU 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 301. **Teaching Fellows Seminar V.** This junior year seminar is designed to focus on political and economic issues in education. Teaching Fellows will collaborate with government, business and community leaders on behalf of schools and students. Mandatory pass/fail. 1 s.h.

EDU 302. **Teaching Fellows Seminar VI.** This junior year seminar is designed to focus on political and economic issues in education. Teaching Fellows will continue their collaboration with government, business and community leaders on behalf of schools and students. Mandatory pass/fail. 1 s.h.

EDU 318. **Moral and Political Foundations of Teaching.** This course is designed to develop understanding of public education in the United States from historical, sociological, political, and moral perspectives. Teacher candidates will examine and research current policies and practices, such as educational organizations, funding, legislation, court cases, curriculum and instruction. Teacher candidates will begin to build a knowledge and skill base for teacher leadership through cultural awareness, self-assessment, team building, and goal setting strategies in study groups. A variety of data collection techniques will be organized in a professional portfolio. 3 s.h.

EDU 322. **Early Childhood Special Education.** (Prerequisite: Pass Praxis I and Special Education 332.) This course will look at the integration of concepts from the disciplines of Early Childhood Education, Special Education and Child Development. Teacher candidates will apply principles of early intervention programs for children with exceptionalities. Future teachers will explore effective service delivery models and curriculum development for children with exceptionalities, ages birth through eight years. Family involvement and community services will be emphasized. 3 s.h.

EDU 328. **Integrating Assessment and Instruction.** (Prerequisite: Pass Praxis I) This course is designed to develop teacher candidates' competencies in selecting appropriate assessment methods; constructing/developing formative and summative assessments; administering, scoring, and analyzing assessments; communicating assessment results; and, making instructional decisions based on assessment results. Candidates will be expected to demonstrate an understanding of and an ability to apply information from this course through a variety of in-class and field activities. Candidates will select a specific content area and grade level on which to focus and develop an assessment portfolio of artifacts as evidence of competence in the areas mentioned above. (Not open to students with credit in Education 411 and Education 370D.) 3 s.h.

EDU 329. **Facilitating Positive Learning Behaviors.** (Prerequisite: Pass Praxis I) Teacher candidates will gain an understanding of the basic principles of classroom and behavior management as they explore the foundation of positive behavior supports. The candidates will develop a personal philosophy of effective classroom management as they match research based models with their individual styles to create a personalized design for an effective learning environment. This course is designed for teacher candidates who will be in general and special education settings with children of all ages and emphasizes the teacher as the collaborative professional, leading the classroom in the application of the principles of effective management. 3 s.h.

EDU 345. **Arts Integration.** This course will equip teacher candidates with the knowledge and skills to integrate the five arts – literature, visual art, drama, dance and movement, and music – into their discipline based curriculum and individual lessons. 3 s.h.

EDU 346. **Issues in Early Childhood Education.** (Prerequisite: Pass Praxis I) A survey of contemporary issues in the field, which may include NAEYC guidelines, developmentally appropriate practice, health, safety, nutrition, child advocacy, ethical and professional behavior, assessment and evaluation of young children, family and professional community relationships, appropriate technology usage, and diversity. 3 s.h.

EDU 351. **Effective Reading Strategies.** (Prerequisite: Pass Praxis I) A study of the nature of the reading process and of principles, methods and materials for the development of effective reading as applied to a developmental curriculum. Attention will be given to the development of informal assessment and diagnostic techniques as well as remediation strategies. The course will reflect South Carolina and International Reading Association Standards. 3 s.h.

EDU 352. **Effective Language Arts Strategies.** (Prerequisite: Pass Praxis I) Teaching specific concepts and skills associated with the important aspects of communication - writing and oral language - will be the focus for this course,

using the South Carolina Standards. Teacher candidates will learn how to connect these aspects of communications skills with reading as well as other disciplines across the curriculum. 3 s.h.

EDU 354. Effective Science Strategies. (Prerequisite: Pass Praxis I) Through this course teacher candidates will examine the theoretical and practical aspects of teaching the biological, physical, earth and space sciences – Future teachers will become familiar with the National Curriculum Standards, and South Carolina Standards for science education. They will also develop an understanding of instructional strategies, activities, and materials that will enhance student learning in the sciences. 3 s.h.

EDU 357. Effective Health and Physical Education Strategies. (Prerequisite-Pass Praxis I) The course is designed to provide teacher candidates with knowledge and understanding of the major concepts in health education and physical education (human movement and physical activity). Candidates will use knowledge of health education to create opportunities that contribute to good health. In addition, candidates will use knowledge of physical education to foster active, healthy life styles and enhanced quality of life for themselves and for young children and adolescents. 2 s.h.

EDU 358. Early Childhood Curriculum: Methods and Materials. (Prerequisite: Pass Praxis I and Pre- or Co-requisite: Education 259.) Students will examine developmentally appropriate curricula and materials for children and youth ages birth through age 8, with special emphasis on pre-primary and primary levels. Students will develop and evaluate instructional strategies, activities, and materials which will enhance student learning in the various areas of the early childhood curriculum, focusing on interdisciplinary inquiry-based learning. 3 s.h.

EDU 360. Apprenticeship for Teaching (Field Experience II). (Prerequisite: Pass Praxis I) Teacher candidates will plan, implement, and assess appropriate instructional procedures for diverse students. Future teachers will experience a progression of increasing responsibilities from tutoring to working with small and large group instruction. Lesson planning, assessment, evaluation and grading techniques, case studies, classroom management strategies, and the State evaluation process for professional teaching will be addressed and practiced. Teacher candidates will experience working with students of various abilities, exceptionalities, and cultural and linguistic diversities. (Previously offered as Education 370E and Education 470C.) 2-3 s.h.

EDU 361. Effective Social Studies Strategies. (Prerequisite: Pass Praxis I) Through this course teacher candidates will examine the theoretical and practical aspects of teaching social studies to young learners. Teacher candidates will learn to translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful social studies experiences for children and youth. Teacher candidates will also develop an understanding of and practice using instructional strategies, activities, and materials that will enhance learning in social studies. The course will also address teaching social studies from the global perspective of a multicultural society while advocating civic participation. 3 s.h.

EDU 362. Apprenticeship for Teaching, Dance Education II. (Prerequisites: Pass Praxis I, Dance 234, and Education 262.) This field experience is based on concept and practice of teaching creative dance in an elementary setting. (Previously offered as Education 370T.) 1-2 s.h.

EDU 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

EDU 371. Foundations in Reading. (Prerequisite: Pass Praxis I) This course will provide the theoretical and evidence-based foundations of reading and writing processes and instruction for PreK and Elementary classroom teachers. 3 s.h.

EDU 372. Instructional Practices in Literacy. (Prerequisite: Pass Praxis I, Education 371) This course will focus on providing pre-service teachers with the ability to utilize instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; and have the knowledge to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, and curriculum materials. Students will develop awareness, understanding, respect, and a valuing of differences in society. 3 s.h.

EDU 373. Reading and Writing Across the Content Areas. (Prerequisite: Pass Praxis I, Education 371, Education 372) This course will focus on equipping teacher candidates to use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing across the disciplines. Teacher candidates will be engaged with literary practices that develop awareness, understanding, respect and a valuing of differences

in our society, as well as those which support dual language learners. Teacher candidates will continue to develop an understanding of the elements of creating a literate environment in the elementary school. 3 s.h.

EDU 379. Foundations for Teaching Reading in Middle and Secondary Schools. (Prerequisite: Pass Praxis I.) This course is designed to prepare middle level and secondary preservice teachers to support adolescent literacy skills in the classroom. This course will emphasize the theoretical foundations of reading and writing and develop preservice teachers understanding of reading and writing instruction, ability to appropriately assess students' reading and writing skills, and create literacy instruction based upon assessment results. Upon completion of this course, students will understand the principles of evidence based reading and writing processes and the methods for promoting students' literacy development. 3 s.h.

EDU 380. Elective Field Experience. The course would allow majors to register for additional hours in school programs to complete hours required for teaching certificate endorsements. 1-3 s.h.

EDU 381. Content Area Literacy for Middle and Secondary Educators. (Prerequisite: Pass Praxis I.) This course is designed to prepare middle level and secondary preservice teachers to emphasize literacy skills and strategies in the teaching of the academic disciplines. This course will emphasize assessing students' background knowledge, culture, and learning needs to plan instruction and identify appropriate resources; incorporating effective learning strategies to enhance students' literacy skills; identifying assessment strategies and tools to assess learning and plan instruction; and using texts and other supplemental resources to develop students' knowledge of content. 3 s.h.

EDU 383. Middle Grades Curriculum and Organization. (Prerequisite: Pass Praxis I) This course is designed to provide middle level teacher candidates with an understanding of the major concepts, principles, theories, standards, and research related to middle level curriculum and the philosophical foundations of developmentally responsive middle level programs and schools. Middle level teacher candidates will gain knowledge of best practice to work successfully within a variety of school organizational components. 3 s.h.

EDU 385. Effective Instructional Assessment Strategies in Middle Grades. (Prerequisite: Pass Praxis I) This course is designed to provide middle level teacher candidates knowledge of assessment in the middle grades that include selecting methods of evaluation appropriate to each discipline and the age, development, and characteristics of students, interpreting and communicating results accurately and ethically, and integrating information gained through assessment into instructional plans. Methods of authentic, performance-based assessment will be stressed. Teacher candidates will also understand the impact and effect of State accountability laws on instruction and assessment as well as the major concepts, principles, theories, standards, and research related to middle level assessment. 3 s.h.

EDU 390. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

EDU 391. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 392. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 401. Teaching Fellows Seminar VII. This senior year seminar will stress the development of leadership skills for teachers. Teaching Fellows will take on a mentorship relationship with freshman and sophomore Fellows. Mandatory pass/fail. 1 s.h.

EDU 420. Methods of Teaching Specific Content Areas in the Middle School and High School. (Prerequisite: Pass Praxis I; Co-requisite: Education 360.) The application of content specific methods and theories of curriculum, instruction, classroom management, the teaching of reading, and assessment needed by the collaborative professional in the middle school and high school. The impact of the following in specific content areas will be integrated throughout the course: standards, research, diversity, and technology. Special sections for each of the following areas: E-English; M-Mathematics; N-Natural Sciences; S-Social Studies. 3 s.h.

EDU 431. **Effective Mathematics Strategies.** (Prerequisite: Mathematics 117 and pass Praxis I.) Through this course, teacher candidates will examine the theoretical and practical aspects of teaching mathematics to young learners. Future teachers will become familiar with national curriculum standards and South Carolina standards for K-6 mathematics instruction. They will develop an understanding of instructional strategies, activities, and materials that will enhance student learning in this area. A special emphasis will be placed on the appropriate development and use of manipulatives and technology in the classroom. 3 s.h.

EDU 452. **Assessment of Literacy.** (Prerequisite: Pass Praxis I, Education 371, Education 372, and Education 373.) This course will focus on literacy assessment and evaluation. Teacher candidates will use a variety of assessment tools to plan and evaluate effective reading and writing instruction. Teacher candidates will be able to communicate assessment results and implications for interventions for all children including learners with diverse backgrounds, dual languages, or exceptionalities. 3 s.h.

EDU 459. **Early Childhood Curriculum, Organization and Management.** (Prerequisite: Pass Praxis I and Education 358 or Consent of Instructor.) This course will deal with the historical, theoretical, and practical issues involved in the organization and management of early childhood programs, with emphasis on “developmentally appropriate teaching applications.” The teacher candidate will explore issues of child development and learning, curriculum development and implementation, assessment, program model evaluation, and professionalism. Emphasis will be placed on early childhood programs for ages four through eight years. 3 s.h.

EDU 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

EDU 478. **Youth Literature.** (Prerequisite: Pass Praxis I) This course is designed to educate teacher candidates in English to select and evaluate literary works appropriate to children and youth in grades 7 through 12. Priority is given to methods of teaching students how to read and write about literature. 3 s.h.

EDU 485LS. **Internship in Teaching (Directed Teaching).** (Prerequisite: Pass Praxis I and all courses in Professional Education and Specialization.) Teacher candidates will work under the direction of an experienced classroom teacher (certified Speech Language Pathologist for Speech Language majors) and assume increasing responsibilities up to full responsibility for a class. Placements will be made only with Richland I and II, and Lexington I, II and V. Dance Education and Speech Language Pathology majors are the only exceptions to this policy. (Cannot be audited.) 12 s.h.

EDU 486LS. **Professional Development and Teacher Leadership.** (Prerequisite: Pass Praxis I) This course is offered concurrently with Directed Teaching. The course provides education majors opportunities which will assist in the transition from teacher candidate to professional educator. Based on professional standards related to specific majors and education in general, teacher candidates will design and implement lesson plans to meet the needs of a culturally diverse student population. A major focus on current theory and practices, based on research, include: effective instructional strategies, curriculum design, classroom management and conflict resolution skills, assessment and evaluation strategies, and practice in various content areas. Teacher candidates, as collaborative professionals, will be involved in the total school program, both in and out of the classroom, in participating in professional development and in professional organizational activities. A professional development portfolio focusing on effective teaching strategies, professional activities, and models of teacher evaluation is required. 2 s.h.

EDU 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

EDU 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

EDU 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

English

ENG 101. **Analytical Thinking, Writing, and Research I.** This course prepares students for academic writing at the college level with special attention to exposition and argument. Students learn to focus, organize, support, and develop their ideas and to provide proper attribution for secondary sources. Individual sections of this course will focus on a particular theme, such as the family, education, pop culture, gender, ethnography, or film. 3 s.h.

ENG 102. **Writing about Literature.** (Prerequisite: College Writing I and, if required by placement, English 110) This course furthers the writing, reading and thinking skills taught in a course that meets the College Writing I education competency. It provides students with an introduction to reading and writing from a literary perspective and to researching, synthesizing, and incorporating scholarly sources into students' own arguments.. 3 s.h.

ENG 110. **Strategies for Academic Success in College.** This course, primarily designed for first-year students, proposes to assist students in the following learning strategies: time management, reading comprehension, critical reading, listening, note taking, study for and taking tests, and vocabulary development. The course develops competence and autonomy in choosing appropriate learning strategies for varying academic situations. Elective credit only. 3 s.h.

ENG 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ENG 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ENG 191. **Independent Study.** (Prerequisite: College Writing I and, if required by placement, English 110.) Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 192. **Independent Study.** (Prerequisite: College Writing I and, if required by placement, English 110.) Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 200. **Survey of World Literature.** (Prerequisite: College Writing 1) A course designed to help the student appreciate literature as human experience and art. Selections from various periods, nationalities, and genres will serve as text materials. 3 s.h.

ENG 201. **Introduction to the English Major.** (Prerequisite: College Writing 1) This gateway course for English literary studies and English education majors reinforces analytical reading skills and teaches research strategies to support literary scholarship. A conversation about possible career choices for English majors begins in this course and continues in the required senior seminar. 3 s.h.

ENG 203. **The Modern Fairy Tale.** This course explores the evolution of the fairy tale into its modern form. Students will explore the complex history of this genre and its literary value--in fictional, poetic, and dramatic form--through Anglo-European texts as well as through texts from around the world. 3 s.h.

ENG 205. **Introduction to Mass Communication.** (Prerequisite: College Writing 1) A course introducing students to the variety of media that have transformed mass communication in contemporary society. The history of various forms of media, including books, magazines, newspapers, advertising, film, television, radio, and the Internet, will be explored as well as the issues and challenges that these various forms of media raise. Students will consider the impact of changing technologies on media and will practice reading, analyzing, and interpreting various print and non-print texts. 3 s.h.

ENG 210. **British Literature to 1660 (Medieval and Renaissance).** (Prerequisite: College Writing 1) A survey of British literature from its beginnings to 1660. (Not open to students with credit for English 320.) 3 s.h.

- ENG 220. **British Literature 1660 to 1832 (Neoclassical and Romantic).** (Prerequisite: College Writing 1) A survey of British literature from 1660 to 1832. (Not open to students with credit for English 321 or 333.) 3 s.h.
- ENG 230. **British Literature since 1832 (Victorian and Modern).** (Prerequisite: College Writing 1) A survey of British literature from 1832 to the present. (Not open to students with credit for English 334 or 335.) 3 s.h.
- ENG 231. **Sex, Lies, and Anxieties in British Literature and Film.** (Prerequisite: College Writing 1) This course examines the ways in which various British poets, fiction writers, and film directors have addressed concerns about fear, horror, and the depths of human psyche – including anxieties about gender, class inequity, and social justice – from the French Revolution through the present. 3 s.h.
- ENG 240. **American Literature I.** (Prerequisite: College Writing 1) American literature from its beginnings to the Civil War. (Not open to students with credit for English 336.) 3 s.h.
- ENG 242. **Introduction to Methods in Tutoring and Peer Leadership.** (Prerequisite: Permission of the instructor) Introduction to theory and methods of peer tutoring and writing pedagogy, with individual work under faculty supervision in the role of Academic Skills Center tutor and/or composition classroom partner. May be taken twice for credit. 1 s.h.
- ENG 248. **Blurred Lines: Ecological Imaginations.** (Prerequisite: College Writing 1) The course explores what it means to think and perceive in terms of our interconnectivity with the natural world, with human and non-human animals, and with real and imaginary environments. Using literature as the catalyst, students will read and engage interdisciplinary perspectives contributing to our aesthetic, experiential, and political understanding of ecological consciousness. Through research and reflection, students will look at how various writers, artists, and directors expand our awareness of the environment, foster social intelligence, and promote real change. 3 s.h.
- ENG 250. **American Literature II.** (Prerequisite: College Writing 1) American Literature from the Civil War to the present. (Not open to students with credit for English 338 or 343.) 3 s.h.
- ENG 251. **African-American Literature through Reconstruction.** (Prerequisite: College Writing 1) This course begins with an examination of slave narratives and includes writing by African Americans through the Reconstruction. 3 s.h.
- ENG 252. **Twentieth-Century African-American Literature.** (Prerequisite: College Writing 1) This course includes works by writers from the Harlem Renaissance and by African-American writers through the twentieth century. 3 s.h.
- ENG 261. **Collecting Treasures: Contemporary African Literature and Film.** (Prerequisite: College Writing 1) This course surveys contemporary African writers and how their works represent vast landscapes of socio-political change, ranging from imperialism, colonialism, oppression, racism, ethnic conflict, disenfranchisement, social justice, gender inequality, nation building, and literacy to artistic expression in literature and film. 3 s.h.
- ENG 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.
- ENG 275. **Advanced English Grammar.** (Prerequisite: College Writing 2) A course designed especially for students who plan to teach English and desire further practice in working with materials, methods, and mechanisms relating to English grammar. (Previously offered as English 360.) 3 s.h.
- ENG 285. **Critical Approaches to Interpreting Texts.** (Prerequisite: College Writing 2) An introduction to a wide range of critical lenses for interpreting texts. 3 s.h.
- ENG 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.
- ENG 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 310. **Genre Studies.** (Prerequisite: College Writing 2) Each offering of this course focuses on a single traditional literary genre, such as the novel (N), short fiction (S), poetry (P), drama (D), or the essay (E). Letter suffixes will indicate the genre specific to each offering. Students may take English 310 more than once as long as the letter suffix (genre) differs each time. 3 s.h.

ENG 311. **Popular Fictions.** (Prerequisite: College Writing 1) This course focuses on genre, subgenre, and cross-genre works of popular fiction such as science fiction, detective fiction, westerns, horror, and historical fiction, among others. 3 s.h.

ENG 315. **Development of Modern English.** (Prerequisite: College Writing 1) A study that traces the linguistic trends and historical changes resulting in Modern English. (Previously offered as English 460.) 3 s.h.

ENG 325. **Shakespeare.** (Prerequisite: College Writing 2, Satisfactory completion of the Oral Communication requirement.) Prefaced by an introduction to the English drama, this course is primarily an intensive study of selected comedies, histories, and tragedies. (Previously offered as English 475.) 3 s.h.

ENG 340. **American Women Writers.** (Prerequisite: College Writing 2) A study of the contributions of American women writers to the literature of the United States. (Previously offered as English 235.) 3 s.h.

ENG 342. **Intermediate Methods in Tutoring and Peer Leadership.** (Prerequisite: Permission of the instructor) Intermediate research, reading, and supervised work in theory and methods of peer tutoring and writing pedagogy, as an Academic Skills Center tutor and/or composition classroom partner. May be taken twice for credit. 1 s.h.

ENG 355. **British Women Writers.** (Prerequisite: College Writing 2) A study of the contributions of British women writers to English literature. (Previously offered as English 255.) 3 s.h.

ENG 356. **Eighteenth-Century Studies.** (Prerequisite: College Writing 2) From the early development of the novel to the fine feeling of Romantic-era poetry, the eighteenth-century marks an era of tremendous intellectual range and socio-cultural investigation. Enlightenment reason, satire, sentimentality, the cult of sensibility, abolition, aesthetics, sedition, manner, conduct, and empire are just a few topics that represent how human nature, behavior, and institutions underwent enormous reevaluation in the public sphere. This course explores how literature served as a powerful tool for social reform and political change and will include works by authors such as Aphra Behn, Jonathan Swift, Daniel Defoe, Samuel Richardson, Eliza Haywood, Charlotte Smith, and Ann Radcliffe. 3 s.h.

ENG 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ENG 372. **Literature of the American South.** (Prerequisite: College Writing 2.) This course surveys literature by writers with thematic or geographical ties to the southern United States, with special emphasis on the modern and contemporary. 3 s.h.

ENG 373. **American Gothic.** (Prerequisite: College Writing 2) This course explores the definitions and origins of the gothic in American literature and examines developments from the 18th century through the 21st century. The course also considers gothic literature as a reflection of social and political changes in American culture. Class members read and discuss critical theory throughout the semester and apply various critical approaches to their analyses of works. 3 s.h.

ENG 375. **American Multicultural Literature.** (Prerequisite: College Writing 2.) This course highlights the literary contributions of African-American, Native-American, Asian-American, and Latino writers. Special attention is given to women writers. 3 s.h.

ENG 374. **American Romanticism.** (Prerequisite: College Writing 2) Covering writers and works from roughly 1835 to 1865 in the United States, this course explores American romanticism as an aesthetic and ideological category, enabling us to

examine literary responses to issues such as individualism, slavery, westward expansion, Native American displacement, and women's rights. 3 s.h.

ENG 381. **Film and Literature.** (Prerequisite: College Writing 2) This course examines film adaptations of literary texts and applies basic skills for critical appreciation to original video and film productions. 3 s.h.

ENG 382. **Women's Autobiography.** (Prerequisite: College Writing 2) This course explores the field of autobiography in general and elements of women's life writing in particular. Students read and discuss twentieth-century autobiographies by women from different cultural and socio-economic backgrounds, as well as various geographic locations, including Africa, Asia, Europe, South American, and North America. Various theories of autobiography are examined. 3 s.h.

ENG 383. **The Modern Consciousness.** (Prerequisite: College Writing 2) This course examines the ways in which early 20th century writers from around the world attempted to convey interiority – the “consciousness” of an individual – but we will also be thinking about “modern consciousness” in a wider cultural and historical sense. 3 s.h.

ENG 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ENG 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 410. **Seminar in Comparative Literature.** (Prerequisite: College Writing 2) This course engages students in the comparative study of literature representing two or more different languages, countries, or cultures. 3 s.h.

ENG 415. **Seminar in British Literature.** (Prerequisite: College Writing 2) Content will vary. 3 s.h.

ENG 425. **Seminar in American Literature.** (Prerequisite: College Writing 2) Content will vary. 3 s.h.

ENG 430. **Seminar on an Author.** (Prerequisite: Prerequisite: College Writing 2.) This course engages students in in-depth study of a single author and her or his work. 3 s.h.

ENG 442. **Advanced Methods in Tutoring and Peer Leadership.** (Prerequisite: Permission of the instructor) Advanced research, reading, and supervised work in theory and methods of peer tutoring and writing pedagogy, as an Academic Skills Center tutor and/or composition classroom partner. May be taken four times for credit. 1 s.h.

ENG 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

ENG 478. **Young Adult Literature.** (Prerequisite: College Writing 2) This course focuses on literature for adolescent readers. 3 s.h.

ENG 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

ENG 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

ENG 495. **Senior Seminar.** (Prerequisite: College Writing 2) The Senior Seminar is an integrative capstone experience for the English major. The course engages students in complex and diverse readings, writing projects, and reflective activities that promote a comprehensive understanding of the intellectual and practical values of the discipline.
3 s.h.

French

FRE 121. **Elementary French I.** This course introduces the basic five C's of the language—communication, cultures, connections, comparisons, communities—through a functional approach. Emphasis is on developing communicative competence in simple conversations on familiar material in context. Study of French-speaking countries, their cultural patterns and customs is included. 3 s.h.

FRE 122. **Elementary French II.** (Prerequisites: French 121, placement test, or consent of the instructor. Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the Communication Intensive requirement.) This course continues to develop skills introduced in 121 in communication, cultures, comparisons, communities and connections as students function in French in contextualized situations presented in class. Emphasis is on a functional approach to oral communication. The course also includes further study of French-speaking countries, their cultural patterns and customs. This course fulfills either the Communication Intensive requirement or the general education Modern Language requirement but not both. 3 s.h.

FRE 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

FRE 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

FRE 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 221. **Intermediate French I.** (Prerequisites: French 122, placement test, or consent of instructor. Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the general education communication intensive requirement.) This course continues to develop skills introduced in 121 and 122 in communication, cultures, comparisons, communities and connections, as students function in French in contextualized situations presented in class. Emphasis is on oral and written expression. Study of French speaking countries, cultural patterns and customs is enhanced through analysis of written, visual and aural text. This course fulfills the general education communication intensive requirement. 3 s.h.

FRE 222. **Intermediate French II** (Prerequisite: French 221 or placement test. Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the general education communication intensive requirement.) This course continues and completes the basic French language sequence. Students continue to develop skills in communication, cultures, comparisons, communities and connections. Emphasis is on oral and written expression. Study of French speaking countries, cultural patterns and customs is enhanced through analysis of written, visual and aural texts and their application to real world scenarios. This course fulfills the general education communication intensive requirement. 3 s.h.

FRE 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

FRE 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

FRE 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 300. **Guided Practice in Grammar.** (Prerequisite: French 222, advanced placement, or consent of the instructor.) This course provides the opportunity to master certain grammar structures through oral and written practice. It may include some areas that are particularly challenging, such as the preterit and imperfect tenses and the subjunctive mood. Students who need to take this course will be advised to do so before taking French 340 Advanced Grammar and Composition. (This course may be taken for credit multiple times up to a maximum total of 3 semester hours.) 1 s.h.

FRE 340. **Advanced Grammar and Composition.** (Prerequisite: French 222, advanced placement, or consent of the instructor.) Intensive work in advanced grammar and composition including language analysis. 3 s.h.

FRE 341. **Conversation I.** (Prerequisite: French 222, advanced placement, or consent of the instructor.) A course designed to develop oral communicative skills by focusing on expansion of vocabulary and increasing fluency and listening comprehension. 3 s.h.

FRE 351. **Discovering Culture through Film.** (French 222, advanced placement, or consent of the instructor.) This course uses films of France and Francophone countries for the dual purpose of studying film as a cultural product and studying film as a vehicle for understanding culture. The films serve as a starting point in each case for an examination of the historical, social, or economic contexts of the film narrative. 3 s.h.

FRE 365. **Introduction to Methods of Teaching Foreign Languages.** (French 222, advanced placement, or consent of the instructor.) This course is an introduction to a standards-based approach to teaching modern languages. This course acquaints the student with second-language acquisition theory, methods of teaching, the diverse learner, and strategies for using technology and culturally authentic materials. Students practice long- and short-term planning and assessment of instruction while developing an awareness of current issues in the teaching profession. 3 s.h.

FRE 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

FRE 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

FRE 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 399LS. **The Leadership Semester for the French Minor.** This course is designed for students who choose to study in France or in any Francophone region of the world or for those who engage in an internship in which they interact in French with native speakers. In collaboration with the supervising faculty member, the student will establish a list of key questions to address before, during, and after the leadership experience. Throughout the experience, the student will maintain a blog that includes reflections, linguistic encounters, and cultural images (photos) to be discussed and evaluated with the supervising faculty member. These electronic blogs will serve the CC community in providing other students with an account of authentic encounters. Once the student has completed her experience, she will compile an electronic portfolio of her work

and will present her experience in a public forum. The presentation will include reflections on her personal evolution regarding cultural and linguistic competence (C4–“competence”). The student’s reflections will deal with issues regarding her experiences of accepting risk (C1–“courage”), embracing values (C2–“commitment”), and seizing opportunities (C3–“confidence”). Expected outcomes of FRE399LS include a development of linguistic competence (both oral and written), a development of intercultural competence, an increased awareness of cultural similarities and differences (including an ability to negotiate those differences), an awareness of the student’s identity as a world citizen, and an understanding of how the experience contributes to her potential as a leader. 1 s.h.

FRE 420. Archetypes in French and Francophone Literature. (French 222, advanced placement, or consent of the instructor.) This course examines archetypes in literatures from France and Francophone countries. Their role in cultural identity and the broader cultural landscape is explored. A variety of figures such as the hero, the anti-hero, the parvenu, and the romantic will be studied. The course also includes the introduction of key literary terms and concepts necessary for textual analysis at the 400 level. 3 s.h.

FRE 440. Modern and Contemporary French Literature (Prerequisite: French 222, advanced placement, or consent of the instructor.) This course is a study of representative French authors and selected works from the nineteenth century to today. It includes the introduction of key literary terms and concepts necessary for textual analysis at the 400 level. 3 s.h.

FRE 450. African Literatures. (Prerequisite: French 222, advanced placement, or consent of the instructor.) The course will study the literatures of the French speaking countries of Africa, the oral and written traditions, the different literary currents and their history, and the main authors from 1920 to the present. It will also pose questions about the language and the role of African writers, especially women writers, in society. The course also includes the introduction of key literary terms and concepts necessary for textual analysis at the 400 level. 3 s.h.

FRE 451. Women in French Literature. (Prerequisite: French 222, advanced placement, or consent of the instructor.) A study of selected works by French and Francophone women writers and a study of female characters from selected French literary works. The course also includes the introduction of key literary terms and concepts necessary for textual analysis at the 400 level. 3 s.h.

FRE 470. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

FRE 481. Translation. (Prerequisite: French 222, advanced placement, or consent of the instructor.) This course provides students with theory and practice of French-English translation. Students will translate a variety of text types likely to be encountered in professional situations including some of the following: brochures, brief interviews, press releases, advertisements, packaging, manuals, dialogues, stories, and poems. 3 s.h.

FRE 485. French for the Professions and International Affairs. (Prerequisite: French 222, advanced placement, or consent of the instructor.) The aim of this course is to increase knowledge of issues, customs, and vocabulary necessary to meet the demands of working in an international Francophone environment, in the areas of diplomacy, government and business. Intercultural competency is a major focus of this course. Continued development of reading, writing, listening, and speaking skills is central as students begin to function within defined professional workplaces. The instructor will attempt to match course content to student needs and interests, with each individual focusing in-depth on studying her future profession or area of interest in a Francophone context. 3 s.h.

FRE 490. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

FRE 491. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

FRE 492. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Gender and Women's Studies

GWS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GWS 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GWS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 200. **Introduction to Girls Studies.** The course examines the construction of the identity of female adolescents under the age of eighteen, examining the social aspects that influence girlhood, cultural expectations placed on girls, and the need for advocacy in areas of health, safety, education, and media consumption. Students will come to understand the ways in which girlhood has been limited, contained, and defined by social forces, providing a missing link to discourse on women's issues. 3 s.h.

GWS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GWS 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GWS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 300. **Issues in Gender Studies.** An interdisciplinary study of gender and the intersection of gender with other substantive categories of analysis and identity, including race, sexuality, class, disability, nationality, and cultural identities. Through an examination of the social creation and cultural representation of gender in all its forms both historically and in the present day, the course addresses how theory informs activism and practice. 3 s.h.

GWS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GWS 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GWS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 399LS. **Gender Studies Leadership Semester.** (Prerequisite: Junior standing and Consent of Instructor.) Practical, theoretical and critical experience in leadership as applied to the interdisciplinary field of Gender and Women's Studies. Students may choose from: (1) a practicum leadership project 1 s.h., (2) a course-related leadership project 1 s.h., (3) a community leadership project 1-4 s.h., or (4) a student-proposed leadership project 1-4 s.h. Students must develop a Leadership Semester Proposal that indicates how their projects demonstrate leadership and/or offers them opportunities to develop as leaders based on The Columbia College Leadership Vision statement and the Four Cs of Leadership. Students will also present the results of their projects in a public forum and, after completing their projects, will write reflection papers which assess how their experiences helped them develop as leaders. 1-4 s.h.

GWS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GWS 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GWS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GWS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Geography

GEOG 164. **Introduction to World Geography.** A systematic study of the major regions of the world. A study of the influence of the physical landscape on the development of the cultural landscape and the cultures of the people. 3 s.h.

GEOG 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GEOG 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GEOG 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GEOG 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GEOG 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GEOG 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GEOG 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GEOG 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GEOG 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GEOG 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Global Business

GB 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GB 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GB 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GB 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GB 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GB 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GB 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 401. **Seminar in International Business.** (Prerequisite: Senior Standing.) This course provides an understanding of the international business environment facing the multinational firm, focusing on the challenges and opportunities it presents. (Previously offered as Business 390E and 390F.) 3 s.h.

GB 403. **Global Marketing.** (Prerequisite: Business 203.) This course extends the basic marketing principles which include decisions regarding products, pricing, branding and distribution and applies them to the global market place. Elements such as market size, social, cultural, legal and political factors are incorporated in the approach taken to identify global market opportunities. 3 s.h.

GB 405. **International Business Negotiation.** (Prerequisite: Satisfactory completion of the Oral Communication requirement.) An experiential learning course that emphasizes cultural variances in international business negotiations. (Previously offered as Business 490B and Business 491J.) 3 s.h.

GB 407. **International Trade and Finance.** (Prerequisite: Business 371.) This course applies the basic principles of economics to the functioning of international markets. The analysis of the relationships between countries is presented covering both trade and monetary issues. Relationships between exchange rates and other economic variable are discussed focusing on risk assessment and management. 3 s.h.

GB 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

GB 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

GB 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

GB 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

History

HIS 102. **Perspectives on World Civilization I.** A study of significant developments in human history from the earliest civilizations to the sixteenth century. Fulfills General Education requirement in History unless a substitute is approved by the Program Coordinator of History. 3 s.h. (Not open to students who have taken History 101 or History 190J.)

HIS 103. **Perspectives on World Civilization II.** A study of significant developments in human history from the 15th century to the present. Fulfills General Education requirement in History unless a substitute is approved by the Program Coordinator of History. 3 s.h. (Not open to students who have taken History 101 or History 190K.)

HIS 104. **Contemporary World History: Post 1945.** This course considers the history of the world since 1945. Topics to be explained include, but are not limited to, the Cold War, the end of colonial empires, the rise of Islamic nationalism and fundamentalism, the creation and growth of the European Union, the United States as a superpower, the rise of China, and the fall of the Soviet Empire. 3 s.h.

HIS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HIS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HIS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 200. **The Historian's Craft.** An introduction to the study of history designed for the beginning history major. The course will have two main objectives: (1) to provide students with the analytical tools historians employ to turn primary source material into historical narrative, and (2) to introduce students to the kinds of questions historians ask about the past and some answers they have offered to these questions. Students will learn research and writing techniques that will help them to succeed as history majors and historians. 3 s.h.

HIS 201. **The District of Columbia: History and Culture** (Co-requisite: enrollment in the Washington Semester Program.) This course examines the history of Washington, D.C. from its origins in 1791 to the present. Students study the fundamental characteristics that made the District of Columbia's history unique, in particular its political structure and its race relations. As the seat of the federal government and as a non-state, Washing, D.C.'s interaction with and reliance on Congress make its political structure unusual and complex. The course will shed light on how the District has negotiated its dual role as a city and the seat of the federal government. Students will examine urban development of the District and the complexity of its race relations. In order to better understand the complexities of its negotiated identity. In addition, students will engage in assigned cultural activities to help them further explore and understand the city. (Previously offered as part of Political Science 201). 3 s.h.

HIS 207. **United States History, Colonial Era to Reconstruction.** A survey of the political, social, and economic history of the United States from the European conquest through the Reconstruction era. (Not open to students with credit in History 201 or History 202.) 3 s.h.

HIS 208. **United States History, Reconstruction Era to the Present.** A survey of the political, social, and economic history of the United States from the Reconstruction era to the present. (Not open to students with credit in History 203 or History 204.) 3 s.h.

HIS 209. **American Political History.** A study of the origins and evolution of America's political institutions, ideologies, and structures from the colonial era to the present. 3 s.h.

HIS 210. **Hitler and the Holocaust.** Hitler and the Holocaust will examine Adolf Hitler, his personality and impact, and the Holocaust, the deliberate Nazi campaign of discrimination and extermination of the Jews in Western and Eastern Europe, 1933-1945. The learning resources will be graphic arts, audio-visuals, periodical literature, biographies, and the testimony of survivors. 3 s.h.

HIS 211. **Sports in American History.** This course examines the development of sports in American society from the colonial era to the present. Athletic competition will be used as a window into the lives and concerns of the people who played, watched, organized, and sometimes condemned the frivolity of such behavior. Issues of race, gender, political discourse, and national identities will be considered. 3 s.h.

HIS 220. **History of South Carolina.** A survey of South Carolina as colony and state, with particular emphasis on background necessary for understanding present-day problems. 3 s.h.

HIS 225. **The South in American History.** A survey of the economic, social, cultural and political history of the southern region of the United States, with particular emphasis on southern identity and southern distinctiveness. 3 s.h.

HIS 230. **Myth, Magic and Science.** This course utilizes reading and discussions of ancient, medieval, and early modern texts to explore the intellectual development of the Western world. Applying historical analysis and a variety of interpretive theories, students will analyze the development of philosophy and science from classical Greece through European Enlightenment. (Previously offered as History 290R.) 3 s.h.

HIS 232. **Politics and Religion.** This course explores the religious and the political spheres of human culture. Focusing on the Western religious traditions, students will engage the emergence of Christianity from within the hostile Roman Empire to a religion co-opted by that empire and the states that succeed it. The American experience of church and state conflict and the ideal of a "wall of separation" between the spheres of religion and politics will be explored in a variety of contexts. 3 s.h.

HIS 245. **Trial Advocacy and Principles of Law I.** (Co-requisite: enrollment in the Mock Trial program.) This course will help students develop public speaking and trial advocacy skills while working together on a team competing in an American Mock Trial Association competition. Topics to be covered in the course include the difference between criminal and civil litigation, as well as analysis of recent decisions involving constitutional rights and civil liberties. May be taken multiple times for credit. (Also listed as Political Science 245.) 3 s.h.

HIS 246. **Trial Advocacy and Principles of Law II.** (Co-requisite: enrollment in the Mock Trial program.) This course will help students develop public speaking and trial advocacy skills while working together on a team competing in an American Mock Trial Association competition. Topics to be covered in the course include the difference between criminal and civil litigation, as well as analysis of recent decisions involving constitutional rights and civil liberties. May be taken multiple times for credit. (Also listed as Political Science 246.) 3 s.h.

HIS 250. **The Civil War and Reconstruction.** A study of the United States between 1850 and 1880, focusing on the Civil War and Reconstruction. (Not open to student with credit for History 190C or History 190V.) 3 s.h.

HIS 260. **African American History, Culture and Politics.** The issues of race and justice in America will be studied through an analysis of historical, political and social factors. (Also listed as Political Science 260.) 3 s.h.

HIS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HIS 270A. **Internship in Applied History.** (Prerequisite: 2.5 GPA and Consent of Instructor.) Applied or public history. On-the-job work experience with historical museum, public or private agency, or historical preservation site. Individual work under faculty supervision with evaluation based on performance and achievement. 1-6 s.h.

HIS 270L. **Internship in Law.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) On-the-job work experience in the legal profession. Individual work under faculty supervision with evaluation based on performance and achievement. (Also listed as Political Science 270L.) 1-6 s.h.

HIS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HIS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 310. **History of China.** A study of Chinese history, culture, and politics, with special focus on the period from the 1600s to the present. (Not open to students with credit for History 390E.) 3 s.h.

HIS 315. **History of Japan.** A study of Japanese history, culture, and politics, with special focus on the period from the 1600s to the present. (Not open to students with credit for History 390D). 3 s.h.

HIS 335. **History and Politics of Africa.** A study of the history, culture and political systems of selected sub-Saharan African countries. (Also listed as Political Science 335.) 3 s.h.

HIS 336. **Islamic Civilization.** A study of the origins of Islam and an investigation into how Islam has shaped the many different cultures of Asia, Europe, and Africa during the last 1400 years. 3 s.h.

HIS 345. **American Culture.** A course designed to convey an understanding of the American heritage, ideals, institutions, people, habits -- in short, the American culture -- by use of the broad social studies approach. 3 s.h.

HIS 357. **History of Britain to 1688.** A study of British history and culture from antiquity to the Glorious Revolution. (Not open to students who have taken History 356.) 3 s.h.

HIS 358. **History of Britain from 1688 to the Present.** A study of British history from the Glorious Revolution to the present. (Not open to students who have taken History 356.) 3 s.h.

HIS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HIS 382. **Medieval Europe.** A study of European history and culture from the Sixth century to the beginnings of the Renaissance. 3 s.h.

HIS 383. **The Renaissance and Reformation.** A study of European history and culture during the Renaissance and Reformation era. 3 s.h.

HIS 385. **Modern Europe.** A study of European history and culture from the French Revolution to European Union. 3 s.h.

HIS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HIS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 405. **Women of the Third World.** A survey of the status and role of women in developing regions of the world. Topics include: education, political participation, economic development, violence, health, religion and culture. (Also listed as Political Science 405.) (Not open to students who have taken Political Science 390 M.) 3 s.h.

HIS 425. **Ancient Civilizations.** This course examines the history and culture of selected early Asian, African, Pre-Columbia American, Classical or Mediterranean civilizations. (Not open to students who have taken History 290D.) 3 s.h.

HIS 441. **Current Events in Historical Perspective.** A study of the historical roots of contemporary political and cultural trends. (Also listed as Political Science 441.) 3 s.h.

HIS 458. **Latin America from Antiquity through Colonialism.** A study of Latin American pre-conquest civilization and cultures, the period of conquest, and the era of colonial rule. 3 s.h.

HIS 459. **Latin America from Independence to the Present.** A study of Latin America from the struggles for independence to the present. 3 s.h.

HIS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HIS 472. **Modern Russia.** A study of imperial Russia, the Soviet Union, and post-Soviet developments. 3 s.h.

HIS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HIS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HIS 493. **Senior Seminar.** This course is designed to be a culminating experience for the history major. The course includes instruction in historical methodology as well as some directed readings in a subject area. The student is expected to produce a major research product. Cross-listed as Political Science 493. 3 s.h.

Honors

HON 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HON 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HON 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HON 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HON 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HON 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HON 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

HON 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

HON 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

HON 498. **Honors Project.** This is a project carried out by a junior or a senior student under the guidance of a faculty member. Honors projects may be research oriented or of a creative nature. The student must present her proposal for approval at least one semester before she enrolls for credit in this course. 3-4 s.h.

Leadership Studies

LEAD 101. **Leadership and Professional Development.** Students will be introduced to the real- world practice of leadership in a particular career context. Content will focus on personal and professional leadership skills and behaviors necessary for career success. This course may be taken up to 4 times for course credit. 1 s.h.

LEAD 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LEAD 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LEAD 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 210. **Peer Leadership and the First-Year Experience.** Selected upper-class students will work collaboratively with assigned Liberal Arts 100 mentors in planning course content, facilitating class discussions, and creating a positive learning environment for Liberal Arts 100: Foundations for Learning in the Liberal Arts. Student co-instructors will attend weekly Liberal Arts 100 class sessions and all scheduled Monday Colloquias, conduct an individual interview with each student in their class, coordinate one group social, during the course of the fall semester, and attend five Leadership 210 class meetings led by the Dean of Students. 2 s.h.

LEAD 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LEAD 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LEAD 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LEAD 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LEAD 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 399LS. **Leadership Studies Leadership Semester.** (Prerequisite: Consent of Instructor.) Practical, theoretical and critical experience in leadership as applied to the Minor in Leadership Studies. Students may choose from: (1) a course-related leadership project 1 s.h., (2) a community leadership project 1-4 s.h., or (3) a student-proposed leadership project 1-4 s.h. Students must develop a Leadership Semester Contract that indicates how their projects will demonstrate leadership and/or enhance their experiences related to the Minor and the Four Cs of Leadership. Students will write on-going reflections as they complete their projects and they will also present the results of their projects in a public forum. 1-4 s.h.

LEAD 401LS. **Leadership in Action.** (Prerequisites: Leadership 301 or Consent of Instructor. Satisfactory completion of the Oral Communication requirement.) This course provides students a capstone opportunity to synthesize their understanding of Leadership Studies in practical terms. Students will prepare a presentation focused on leadership as it relates to their own personal curricular, co-curricular, or extracurricular experiences. This project will require demonstration of oral and written communication skills, and a self-awareness of personal strengths and challenges with regard to leadership. (Previously offered as Leadership 400.) 3 s.h.

LEAD 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LEAD 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LEAD 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LEAD 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Liberal Arts

LA 100. **Strategies for Academic and Professional Excellence.** This course enables students to develop essential skills and application of knowledge relevant to their individual lives through active process (e.g., instruction, practice, self-evaluation, and self-reflection). Students will acquire strategies for academic success, experiences for increasing personal growth and responsibility, approaches to professional development and career exploration, as well opportunities for cultivating a commitment to Columbia College and the greater community. 3. s.h.

LA 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LA 190. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LA 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 200. **Liberal Arts in Action: Mission and Vocation.** (Prerequisite: Liberal Arts 100) To explore a variety of professional fields, students visit businesses, nonprofits, government agencies, arts and advocacy groups; conduct interviews with professionals; and attend lectures by experts. Students complete academic work that includes research and reflection on topics assigned by their instructors and relevant to their experiences so that they may reflect on the Liberal Arts as both profession and vocation as they consider majors and career choices. 3 s.h.

LA 201. **Diversity, Gender, and Social Justice.** (Only students who have completed two full semesters may enroll in Liberal Arts 201). This course will introduce students to some of the central themes, debates and issues that inform Diversity, Gender, and Social Justice. In particular, this course, using a problem-based learning approach, will explore current issues and controversial debates that have been central to the growth of the study of women and gender, and equal/human rights movements nationally and globally by exploring the intersections of race, ethnicity, class, sexuality, and gender. Through an interdisciplinary examination of our systems of knowledge and social institutions, the course will reflect on the way our public and private relationships, as well as the quality of our lives, continue to be shaped in relation to these systems and institutions. The course offers a range of perspectives on the work, class, and lives of women and men in our local, national and global communities. 3 s.h.

LA 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LA 290. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LA 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 301. **Women, Leadership and Social Change.** (Prerequisite: Liberal Arts 201.) This course is an introduction to the ethical issues underlying leadership and social change from the perspective of women. Building on LA 201, Diversity, Gender, and Social Justice, This course explores the relationship among the common good, justice as fairness, and major models of leadership as they apply to affecting social change historically and/or contemporarily. Students will be required to design a service-learning project that demonstrates their understanding of the concepts in the course. 3 s.h.

LA 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LA 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LA 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

LA 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

LA 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

LA 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Mathematics

MATH 100. **Essential Mathematics Topics.** (Prerequisite: By placement only.) This course will help students master essential mathematical concepts and reinforce problem solving skills. 3 s.h.

MATH 104. **Precalculus Algebra.** (Prerequisite: Placement by the Program Coordinator. May be taken concurrently with Mathematics 106.) This course covers topics in algebra specifically needed for Business Calculus (Mathematics 107) or Calculus I (Mathematics 160). Topics include polynomial, rational, exponential, and logarithmic functions, graphs of functions, and solutions of equations and inequalities. The primary emphasis is the enhancement of algebraic manipulation skills. Other components include problem solving and the appropriate use of computational technology. (Not open to students who have credit for Mathematics 105 or Mathematics 130.) 3 s.h.

MATH 106. **Precalculus Trigonometry.** (Pre- or co-requisite: Mathematics 104 or placement by the Program Coordinator.) This course covers topics in trigonometry specifically needed for Calculus II (Mathematics 165). Topics include trigonometric functions, applications of trigonometry, complex numbers, vectors, and polar coordinates. Algebraic manipulation skills, problem solving, and the appropriate use of computational technology are covered. 3 s.h. (This course may be taken concurrently with Calculus I (Mathematics 160)).

MATH 107. **Business Calculus.** (Prerequisite: A grade of C or better in Mathematics 104 or placement by the Program Coordinator.) An introductory course of the calculus, including topics of the derivative and the definite integral with applications to business. Concepts are approached numerically, graphically, and analytically. This course is designed for Business Administration or Accounting majors. 3 s.h.

MATH 117. **Mathematics for Elementary Teachers I.** (Prerequisite: Mathematics 100 or placement by the Program Coordinator.) A conceptual approach to arithmetic, number theory, set theory and logic intended for education majors. Emphasis is placed on exploration and the use of manipulatives to enhance skills and concepts from the elementary curriculum. 3 s.h.

MATH 119. **Mathematics for Elementary Teachers II** (Prerequisite: Mathematics 117 or Consent of the Program Coordinator.) A conceptual approach to probability, statistics, geometry, measurement, and geometric transformations intended for education majors. Emphasis is placed on problem solving and decision making with the use of manipulatives. 3 s.h.

MATH 120. **Liberal Arts Mathematics.** (Prerequisite: Mathematics 100 or placement by the Program Coordinator.) This course covers basic topics in quantitative literacy. Numbers, sets, logic, probability, and descriptive statistics are the core concepts. Additional topics such as financial mathematics, geometry, and algebraic modeling may be included at the discretion of the instructor. All topics will be placed in both historical and present-day contexts. Problem solving, communication skills, and applications will be emphasized. 3 s.h.

MATH 131. **Development and Enhancement of Problem-solving and Think Habits Part I.** This course is part one of a two semester seminar sequence. The fall course will focus on developing strong problem solving and reasoning skills and

effective collaboration through group work. Many problems presented in this course will come from mathematics but also from the sciences. The course will include a fall weekend workshop and will then meet for two hours every week. (Cross-listed as Biology 131 and Chemistry 131.) 1 s.h.

MATH 132. Development and Enhancement of Problem-solving and Think Habits Part II. (Prerequisite: Biology/Chemistry/Mathematics 131.) This course is part two of a two semester seminar sequence. The spring course will build upon the skills learned through Biology/Chemistry/Mathematics 131 and will focus on applying acquired skills to a real-life problem. The major end product of the course will include a formal presentation at Spearsfest. The course will meet for two hours every week. (Cross-listed as Biology 132 and Chemistry 132.) 1 s.h.

MATH 140. Elementary Statistics. (Prerequisite: Mathematics 100 or placement by the Program Coordinator.) This is an introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, probability, random sampling, hypothesis testing, estimation, linear regression, and correlation. (Not open to students with credit for Psychology 300, Mathematics 340 or Mathematics 353.) 3 s.h.

MATH 150. Discrete Mathematics. (Prerequisite: A grade of C or better in Mathematics 104 or placement by the Program Coordinator.) An introduction to discrete structures. Topics include logic, sets, functions and relations, elementary number theory, counting, and elementary graph theory with an emphasis on problem-solving. 3 s.h.

MATH 160. Calculus I. (Prerequisite: A grade of C or better in Mathematics 104 or placement by the Program Coordinator.) The first in a series of courses on the theory and applications of the calculus. Topics include: limits, the derivative and its applications, the integral, and the fundamental theorem of calculus. Functions studied include algebraic, logarithmic and exponential functions. Concepts and applications are explored numerically, graphically, and analytically. 3 s.h.

MATH 165. Calculus II. (Prerequisite: A grade of C or better in Mathematics 160 and Mathematics 106 or by placement by the Program Coordinator.) The second in a series of courses on the theory and applications of the calculus. Topics include the derivative of trigonometric and inverse trigonometric functions, techniques of integration, applications of the integral, differential equations, parametric equations, and polar coordinates. Concepts and applications are explored numerically, graphically, and analytically. 3 s.h.

MATH 170. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MATH 190. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

MATH 191. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 192. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 218. Elementary Number Theory. (Prerequisites: Grades of C or better in Mathematics 150 and Mathematics 160) A study of the basic results of elementary number theory. Topics include: division algorithm, fundamental theorem of arithmetic, the Euclidean algorithm, linear Diophantine equations, congruence, the Chinese remainder theorem, quadratic reciprocity. Additional topics chosen from Pythagorean triples, Gaussian integers, sums of squares, continued fractions, arithmetic functions, or cryptography. 3 s.h.

MATH 220. Introduction to Proofs. (Prerequisite: Grades of C in both Mathematics 150 and Mathematics 160) This course examines methods of constructing mathematical proofs. Students will practice reading and writing mathematical proofs, particularly those found in set theory, number theory, elementary analysis, and abstract algebra. 3 s.h.

MATH 251. Discrete Structures for Computer Science. (Prerequisite: Mathematics 150 and Computer and Information Science 211.) This course provides the mathematical tools and foundations for advanced studies in computer science. Topics include graph theory and applications to data structures, matrices, finite state machines, and computability. 3 s.h.

MATH 260. Calculus III. (Prerequisite: A grade of C or better in Mathematics 165.) The third in the series of courses on the theory and applications of the calculus. Topics include infinite sequences and series, series approximations of functions, vectors and the geometry of space, and vector functions. Concepts and applications are explored numerically, graphically, and analytically. 3 s.h.

MATH 265. Calculus IV. (Prerequisite: A grade of C or better in Mathematics 260.) The fourth in the series of courses on the theory and applications of the calculus. Topics include: partial derivatives, multiple integrals, vector calculus and additional topics on differential equations. Concepts and applications are explored numerically, graphically, and analytically. 3 s.h.

MATH 270. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MATH 290. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

MATH 291. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 292. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 305. Linear Algebra. (Prerequisite: A grade of C or better in Mathematics 220.) The theory and applications of matrices and vectors. Matrix solutions of systems of linear equations lead into a more abstract exploration of matrices, vector spaces, linear transformations, and Eigen values. Technology-based problem solving is central. 3 s.h.

MATH 325. Geometry. (Prerequisite: A grade of C or better in Mathematics 150 and Mathematics 160.) A survey of topics in Euclidean and non-Euclidean geometry. Special emphasis is placed on proof-writing, axiomatic systems, and individual research focused on making connections between geometry and other areas of mathematics. 3 s.h.

MATH 343. Probability and Statistics. (Prerequisite: A grade of C or better in Mathematics 150 and Mathematics 160.) A study of probability, discrete and continuous random variables, moments, special distributions, sampling, multivariate normal distributions, confidence intervals, testing hypothesis, statistical decision theory, regression, and design of experiments. (Students may not receive credit for both Mathematics 340 and 343.) 3 s.h.

MATH 350. Numerical Analysis. (Prerequisite: A grade of C or better in Mathematics 162.) A study of numerical methods for solving problems. Appropriate algorithms for finding integrals, determining roots of equations, and fitting curves to data will be developed, analyzed and implemented. 3 s.h.

MATH 360. Differential Equations. (Prerequisite: A grade of C or better in Mathematics 162.) A study of differential equations and their use in mathematical modeling. A wide scope of applications which can be modeled with differential equations is studied. Solutions of these equations are determined both analytically and technologically. 3 s.h.

MATH 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MATH 380. Historical Topics. (Prerequisites: Grades of C or better in two mathematics courses numbered 160 or higher. Satisfactory completion of the College Writing I requirement.) An historical survey of the major personalities, ideas and themes in the development of mathematics. An emphasis is placed on research and communications skills. 3 s.h.

MATH 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

MATH 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 399LS. **Leadership Semester in Mathematics.** (Prerequisites: Junior or Senior standing and Consent of the Program Coordinator.) An exploration and reflection of the student's leadership experiences in conjunction with a required or optional activity such as an internship, senior project, research experience, or community service. A reflective essay or journal and an oral presentation are required. 1 s.h.

MATH 405. **Abstract Algebra.** (Prerequisite: A grade of C or better in Mathematics 220.) A study of groups and rings. The algebraic structures groups and rings, their properties, and mappings between them are studied in a formal setting. Communicating mathematical ideas through proofs is a key concept. 3 s.h.

MATH 460. **An Introduction to Real Analysis.** (Prerequisite: A grade of C or better in Mathematics 305, Mathematics 325, or Mathematics 405.) A theoretical examination of the calculus. The concepts of real number, sequence, continuity, and differentiation will be formalized. Rigor in mathematical exposition will be a major emphasis. 3 s.h.

MATH 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MATH 470A. **Internship in Applying Mathematics.** (Prerequisite: Junior or Senior Mathematics major and Consent of the Program Coordinator.) This internship is designed to provide the student with an opportunity for applying mathematics in a non-academic setting. The Program Coordinator's approval of each student's proposed internship must be secured during the semester before the student enrolls for credit in this course. Each student will complete a portfolio tracing the development of her mathematical ideas. 1-3 s.h.(May be repeated up to a total of 4 s.h.)

MATH 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

MATH 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MATH 498. **Senior Project.** (Prerequisite: Senior Mathematics major and Consent of the Program Coordinator.) The senior project is an in-depth individualized study of a mathematical topic or series of problems under the guidance of a mathematics faculty member. Students must prepare a written summary of their work and make a 30-minute oral presentation of their project. The Program Coordinator's approval of each student's proposed project must be secured during the semester before the student enrolls for credit in this course. Each student will complete a portfolio tracing the development of her mathematical ideas. 3 s.h.

Music – Applied

A. Attendance at Student Recitals and Studio Seminars is required of all applied students.

B. The amount of practice time for each individual student is determined by the instructor. It is recommended that one semester hour credit be given for each three hours per week of practice, plus the necessary individual instruction.

C. Students not majoring or minoring in music may not take applied lessons without the approval of the program coordinator. They may take non-credit bearing private lessons through the Musical Arts Studio.

MUA 041. **Beginning Guitar.** Introductory course in guitar, designed for music major with a principal instrument other than guitar and for the non-major, particularly for the beginner. May be taken multiple times for credit. 1 s.h.

MUA 042. **Intermediate Guitar.** Intermediate course in guitar, designed for the music major with a principal instrument other than guitar and for the non-major. May be taken multiple times for credit. 1 s.h.

MUA 045. **Beginning Piano I.** Introductory course in piano, designed for the music major with a principal instrument other than piano. This course may be taken multiple times for credit as students develop proficiency in piano. 1 s.h.

MUA 046. **Beginning Piano II.** Intermediate course in piano designed for the music major with a principal instrument other than piano. This course may be taken multiple times for credit as students develop proficiency in piano. 1 s.h.

MUA 102. **Applied Voice.** The study of literature and techniques of voice. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 103. **Applied Piano.** The study of literature and techniques of Piano. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 106. **Applied Guitar.** The study of literature and techniques of Guitar. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 107. **Applied Violin.** The study of literature and techniques of Violin. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 108. **Applied Viola.** The study of literature and techniques of Viola. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 109. **Applied Cello.** The study of literature and techniques of Cello. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 113. **Applied Flute.** The study of literature and techniques of flute. Students receive weekly private lessons. A one hour lesson is 1 credit hour and a half hour lesson is .5 credit hours. May be taken for credit multiple times. .5-1 s.h.

MUA 118. **Applied Composition.** Performance in the art of musical composition including the study of structure, counterpoint, harmony, rhythm, instrumentation, and other important aspects related to the art of creating original music. .5-1 s.h.

MUA 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUA 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUA 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUA 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUA 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUA 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUA 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUA 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUA 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUA 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Music - Ensemble

MUE 140. **Chorus.** (Two hours a week.) This performing ensemble is open to students by enrollment. The curricular focus is development of basic music literacy skills and advanced choral and vocal technique while studying literature representing a variety of cultures and time periods. This course may be taken multiple times for credit. In addition, this course functions as the conducting lab experience for students enrolled in MUS 304 and MUS 305. 1 s.h.

MUE 145. **Concert Choir.** (Two and one half hours a week.) This performing ensemble is open to students by audition only. The curricular focus is development of advanced music literacy skills and advanced choral and vocal technique while studying literature representing a variety of cultures and time periods. This course may be taken multiple times for credit. 1 s.h.

MUE 150. **Accompanying Ensemble.** (Two hours a week.) This course is designed to provide opportunity to keyboard principles to amass accompanying experience throughout the course of a semester while working with a studio performer or ensembles. This course may be taken multiple times for credit. 1 s.h.

MUE 155. **Chamber Ensemble.** (Three hours a week.) The focus of the ensemble is the large body of chamber music by major composers such as Beethoven, Mozart, Bach and others. The ensemble literature represents a wide variety of cultures and musical practices. This class may be taken multiple times for credit. 1 s.h.

MUE 160. **Jazz Combos Ensemble.** (Two hours a week.) This course provides the opportunity to both vocal and instrumental students to develop skills in improvisation and jazz performance. The course may be taken multiple times for credit. 1 s.h.

MUE 165. **Hi C's Ensemble.** A 10-12 voice ensemble whose focus is vocal jazz and a cappella choral arrangements. The ensemble members are drawn from the choir (MUE 145) and the chorus (MUE 140) by competitive audition at the beginning of the fall semester. The ensemble serves as a major representative of the college, both on and off the campus. It also functions as a professional ensemble in the community. Travel is often required. MUE 165 may not be used to meet requirements for the major in music. This course may be taken multiple times for credit. 1 s.h.

MUE 166. **Opera Scenes.** This ensemble focuses on the introduction to stage movement, vocal production, and stage presence. An opera and musical scenes program will be rehearsed and performed during the term. This course may not be used to meet requirements for the major in music. This course may be taken multiple times for credit. 1 s.h.

MUE 167. **Spring Musical.** This ensemble focuses on stage movement, stage presence, and vocal production. Participating students will perform in the Columbia College spring musical. The full-scale musical production will be rehearsed and performed at the end of the semester. This course may not be used to meet the requirements for the major in music. This course may be taken multiple times for credit. 1 s.h.

MUE 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUE 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUE 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUE 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUE 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUE 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUE 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUE 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-6 s.h.

MUE 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUE 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Music – General Courses

MUS 101. **Fundamentals and Music Theory I.** A thorough study of the fundamentals of music theory including notation, intervals, major and minor scales and key signatures, clefs, and triads. Additionally, students will begin to apply their skills in fundamentals to the understanding of music theory including writing chords in key systems, and writing chord progressions with proper vocal leading. 3 s.h.

MUS 102. **Music Literacy and Aural Skills I.** Introduction to the fundamentals of aural and written music. Course content is designed to develop basic literacy in music and includes the study of notation and musical terminology and the aural component of melody, harmony and rhythm at a level required for the further study of music theory, aural skills and applied study. In addition, emphasis will be placed on familiarizing students with Kodaly solfeggio, Takadimi rhythm syllables and numerical rhythmic counting and development of listening skills as applicable to concepts such as form and style in Western Art Music. 1 s.h.

MUS 103. **Music Theory II.** (Prerequisite: Music 101.) A continuation of Music 101. Topics include seventh chords, basic modulation, secondary function, and an introduction to modes. 3 s.h.

MUS 104. **Aural Skills II.** Continuation of instruction in the fundamentals of aural and written music. Course content is designed to develop coordination of melodic, rhythmic, and harmonic elements of music and their application through sight signing, dictation and keyboard work at a level required for the further study of music theory and aural skills. 1 s.h.

MUS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

- MUS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.
- MUS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.
- MUS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.
- MUS 201. **Music Theory III.** (Prerequisite: Music 101, 103.) Continuation of Music 103 on a more advanced level. Topics include advanced modulations, secondary function, and harmonic sequences. 3 s.h.
- MUS 202. **Aural Skills III.** (Prerequisite: Music 104.) (Two hours per week) A continuation of Music 104. 1 s.h.
- MUS 203. **Music Theory IV.** (Prerequisites: Music 101, 103, 201.) Continuation of Music 201. Topics include an introduction to species counterpoint, Neapolitan and augmented sixth chords and enharmonic modulations. 3 s.h.
- MUS 204. **Aural Skills IV.** (Prerequisite: Music 202.) (Two hours per week.) A continuation of Music 202. 1 s.h.
- MUS 205. **A Survey of Popular Music.** A survey of the major trends in American popular music since 1900 including jazz, swing, country-western, surfing music, folk-rock, jazz-rock, punk and many others. Emphasis on the rock-n-roll era, 1955 to the present, including its origin, history, development and influences. Major artists representative of the various styles will be discussed. Emphasis is on listening, lecture and in class discussion. This course is designed for the non-music major. 3 s.h.
- MUS 206. **Music of the World.** The primary purpose of this course is to increase musical understanding through perceptive listening to music of both western and non-western cultures. In addition to traditional Western European classical music, students will be introduced to music of the western hemisphere (traditional folk and religious music, jazz, country, gospel, black popular music, rock, and native American music), music of Africa, Russia and Eastern Europe, India, Japan, South America, Mexico, and the Caribbean. These repertoires will provide appropriate material for introducing musical concepts and for gaining an understanding of the nature of music, how it is created, and how it functions. 3 s.h.
- MUS 207. **Music Appreciation.** (Previously offered as Music 75, Music 290A) This course is designed for the non-music major who wants to develop perceptive listening skills through the study of the great musical masterworks of western European classical music. Various musical elements, forms, and stylistic periods will be studied not merely to impart facts, but to stimulate the student's curiosity, enthusiasm and love of music. (Not open to students with credit in Music 206.) 3 s.h.
- MUS 210. **Diction for Singers.** This course will focus on a systematic study of phonetics as it applies to singing in English, Italian, German, and French. The goal of the course is to increase the student's clarity of expression in these languages. The course is designed to increase proficiency of pronunciation and to introduce the International Phonetic Alphabet (IPA). 1 s.h.
- MUS 260. **Introduction to Music Production.** An introduction to computer-based music production. Students will learn the basics of MIDI sequencing, digital audio recording, and music notation programs. 3 s.h.
- MUS 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.
- MUS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.
- MUS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUS 304. **Beginning Conducting.** (Prerequisites: Music 101, 103. Co-requisite: MUE 184) Introduction to the basic principles of conducting technique, including baton use and basic psychomotor skills. 2 s.h

MUS 305. **Intermediate Conducting.** (Prerequisites: Music 101, 103 and 304. Co-requisite: MUE 184) A course continuing the study of conducting technique, including baton usage, psychomotor skills, score study, rehearsal preparation and pacing and literature selection. 2 s.h.

MUS 308. **Arranging: Instrumental and Choral.** (Prerequisite: Music 201 and 202 or Consent of Instructor.) Basic principles and applied practices in arranging and adapting music for small and large groups of instruments and vocal combinations. 2 s.h.

MUS 313. **Junior Recital.** A recital demonstrating the student's competence and confidence at the junior level of performance skills on her primary instrument. It may be in conjunction with another student or be a recital which is less than full length in duration. The course may be taken along with 399LS as a Leadership Semester. To fulfill the leadership component, the student will submit annotated program notes to be distributed at the recital. She will also write an assessment of the performance and submit it to her applied instructor. 1 s.h.

MUS 365. **Music History and Literature I.** (Prerequisites: Music 100, 101 and 103 or Consent of Instructor.) A historical and stylistic study of music from Antiquity through the Classical period. Main topics include the legacy of antiquity; Medieval, Renaissance, Baroque, and Classical styles; important composers and their works. (Not open to students who have completed Music 361 or Music 362.) 3 s.h.

MUS 366. **Music History and Literature II.** (Prerequisites: Music 100, 101 and 103 or Consent of Instructor.) A historical and stylistic study of music from the Romantic period to the present. Main topics include music of the Romantic period, Impressionism, Nationalism, atonality, pop, jazz, and an introduction to world music. (Not open to students who have completed Music 363 or Music 364.) 3 s.h.

MUS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUS 370LS. **Music Internship Semester.** (Prerequisite: minimum Junior standing and Consent of Instructor.) Practical, theoretical, and critical experience in leadership as applied to the discipline of music. A student must develop a Leadership Semester Proposal for a course-related leadership project that indicates how her work for Music 370LS offers her opportunities to develop as a leader who demonstrates courage, commitment, competence, and confidence. Projects may include but are not limited to service learning experiences in a church, community, or musical organization, internship with a related organization in the arts community, a semester or travel abroad experience. Courses eligible for co-enrollment for Music 370LS are Music 270P, 338, 339, 370P, 420, and 421. This course may be repeated for credit multiple times. 1 s.h.

MUS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 sh.

MUS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUS 399LS. **Music Leadership Semester.** (Prerequisite: minimum Junior standing and Consent of Instructor.) Practical, theoretical, and critical experience in leadership as applied to the discipline of music. A student must develop a Leadership Semester Proposal for a course-related leadership project that indicates how her work for Music 399LS offers her

opportunities to develop as a leader who demonstrates courage, commitment, competence, and confidence. Projects may include but are not limited to research and publication, journal, portfolio, composition, a lecture-recital, and musical criticism. Courses eligible for co-enrollment for Music 399LS are Music 313 and 413. This course may be repeated for credit multiple times. 1 s.h.

MUS 413. **Senior Recital.** A full length recital demonstrating the student's achievement of the highest level of competence and confidence on her primary instrument. The course may be taken along with 399LS as a Leadership Semester. To fulfill the leadership component of this course, the student will submit annotated program notes to be distributed at the recital. She will also write an assessment of the performance and submit it to her applied instructor. 1 s.h.

MUS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

MUS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 sh.

MUS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

MUS 492 **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Philosophy

PHIL 153. **An Introduction to Philosophical Ethics.** An introduction to the study of moral philosophy and its relationships to human conduct and social responsibility. Particular stress will be placed on the types of answers to ethical questions suggested by the various schools of philosophy. 3 s.h.

PHIL 154. **Introduction to Philosophy.** An introduction to basic philosophical methods and concepts through the exploration of the branches and central problems of philosophy. Topics include the existence of God, the relation between reason and faith, free will and determinism, the relation between mind and body, epistemology, ethics, and theories of human nature and existence. 3 s.h.

PHIL 156. **Ethics of Yoga.** An introduction to the philosophy of yoga, focusing on its ethical dimensions and origins in Indian philosophy and shared roots with Hindu and Buddhist thought. Special attention will be given to the intersection of social justice and gender as they pertain to yoga culture. Students will be introduced to beginning yoga postures by a certified yoga instructor. (Previously offered as Philosophy 190D.) 3 s.h.

PHIL 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHIL 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHIL 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 205. **Introduction to Logic.** An introduction to the principles of reasoning, with emphasis on practical examples of fallacies (mistakes in argument), the means by which we may decide the worth of our conclusions (formal analysis of arguments, simple deduction), and the basic rules of critical thinking. 3 s.h.

PHIL 210. **Philosophy of Religion** (Prerequisite: Satisfactory completion of the College Writing I requirement.) An introductory level study of how philosophers have approached religious issues. Topics include arguments for and against the existence of God, the problem of evil, the character of religious experience, the relationship between revelation and reason, the nature of religious language, and the question of life after death. Through a study of the philosophy of religion, students gain an understanding of the nature and goals of philosophy. (Also listed as Religion 210.) 3 s.h.

PHIL 211. **Agnosticism and Atheism.** The course examines the difference between belief and knowledge, agnosticism and atheism, and religion and spirituality from the perspective of the philosophy of religion. (Previously offered as Philosophy 290N.) 3 s.h.

PHIL 221. **History of Ancient Philosophy.** A survey of the development of western philosophy from the pre-Socratic period to medieval scholasticism. 3 s.h.

PHIL 222. **History of Modern Philosophy.** A survey of the development of western philosophy from Descartes to the present. 3 s.h.

PHIL 256. **Between East and West.** The course examines how Western philosophers and cultural critics have received Eastern thought and practices, beginning in the 19th century to the present. (Previously offered as Philosophy 290P.) 3 s.h.

PHIL 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHIL 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHIL 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 300. **Women and Philosophy.** An introduction to philosophical writings about women, by women, or for women. Selected philosophical issues (such as reason, knowledge, human nature, ethics, society, art, God, etc.) are studied from the perspective of women philosophers. Readings include historical and contemporary works. 3 s.h.

PHIL 310. **Philosophy and Film.** The course examines central ideas in the major areas of philosophy, such as metaphysics, epistemology, and ethics, through the use of films and philosophical texts. Additionally, the course introduces students to the philosophy of film through an examination of questions of authorship and audience, as well as the nature of film as a medium, as art, and as narrative. 3 s.h.

PHIL 323. **Philosophy of Culture.** The study of cultural traditions using philosophy as a focal point of analysis, focusing on the central themes of cultural critique, technology, and postmodernism. Major figures in recent continental philosophy and their challenges to the assumptions of philosophical inquiry since Descartes will be discussed. 3 s.h.

PHIL 330. **Philosophy and Literature.** An exploration of basic philosophical ideas and major philosophical thinkers through the analysis of philosophical and literary texts. Readings will pair texts on a thematic basis, exploring both literary and philosophical approaches to questions concerning truth, knowledge, beauty, and free will. The course may also examine the work of figures prolific in both disciplines, for example Jean Paul Sartre or Iris Murdoch. 3 s.h.

PHIL 353. **Issues in Contemporary Ethics.** This course combines a foundation in theoretical ethics with readings on the pressing ethical issues of our times. The course is driven by the underlying question of all ethics courses – How should we live? – with special emphasis placed on contemporary (yet timeless) concerns like globalization, social action, philanthropy, and the morality of public figures. Particular attention will be given to the manner in which we approach ethical dilemmas and the possibility of finding creative solutions which help us reframe even the most difficult moral quagmires. (Previously offered as Philosophy 390B.) 3 s.h.

PHIL 354. **Compassion.** The course examines the topic of compassion from religious, philosophical, and cultural perspectives, focusing on major figures and historical events as they relate to compassion. (Previously offered as Philosophy/Religion 390G.) (Cross-listed with Religion 354.) 3 s.h.

PHIL 355. **Love.** The course examines the topic of love from religious, philosophical, and cultural perspectives, focusing on major figures and historical events as they relate to love. (Cross-listed with Religion 355.) 3 s.h.

PHIL 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHIL 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHIL 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 398. **Ethics in Action.** One experiential learning/civic engagement project conducted ideally by an instructor in the student's major or by the director of the ethics minor program into which ethical analysis and reflection are integrated. 1 s.h.

PHIL 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHIL 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHIL 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHIL 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Physical Education - Activities

PEA 105. **Weight Training.** Fundamentals of progressive resistance exercise training for muscular strength and endurance. (Mandatory pass/fail.) 1 s.h.

PEA 107. **Beginning Tennis.** The class will cover equipment, facilities, history, rules, strategies, and the basic strokes. (Mandatory pass/fail.) 1 s.h.

PEA 121. **Aerobic Aquatics.** (Prerequisite: Intermediate Swimming Ability.) Individualized physical conditioning through lap swimming and aquatic calisthenics. (Mandatory pass/fail.) 1 s.h.

PEA 135. **Yoga.** The study of yoga for beginners. (Previously offered as PEA 190AA.) (Mandatory pass/fail.) 1 s.h.

PEA 136. **Pilates.** The Pilates training system was originally developed in the 1920s by German physical therapist Joseph Pilates. The main focus of the Pilates method is the development of balance, controlled breathing, flexibility, isometric strength, concentration, self-control, coordination, efficiency, harmony, and precision in movement. This course will include exercises which help to strengthen the body's core muscle groups combined with focused breathing patterns. The student will gain an understanding and develop a deeper awareness of the human body and will learn how to efficiently use and control movements of major muscle groups using breath. (Previously offered as PEA 190CC.) (Mandatory pass/fail.) 1 s.h.

PEA 137. **Karate-Self Defense.** This physical activity course provides basic knowledge and understanding of karate techniques for beginners; culture and context in which interpersonal violence occurs; the root causes and patterns of behavior within violent relationships; defense against forcible attacks; making immediate decisions when confronted with an assault. Students will learn basic karate and self-defense strategy with skills and techniques specifically designed for women. (Mandatory pass/fail) 1 s.h.

PEA 138. **Walk/Jog for Fitness.** The development of cardiorespiratory fitness through walking and/or jogging. The course will include principles of the exercise prescription, selection of appropriate clothing, injury prevention, hydration/nutrition, planning exercise routes, exercise misconceptions, and a pre/post health related physical fitness assessment. (Mandatory pass/fail.) 1 s.h.

PEA 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PEA 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PEA 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PEA 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PEA 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PEA 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PEA 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PEA 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PEA 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PEA 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Physical Science

PS 122. **Earth Science.** (Physical Science 122 is not open to students who have received credit for Physical Science 135.) (Three hours lecture and one three-hour laboratory weekly.) A descriptive introduction to the earth sciences of astronomy, geology, and meteorology for the general college student. The course explores such topics as the earth's size, composition, structure, processes, history, relationship to the other planets, and place in the universe. 4 s.h.

PS 125. **Environmental Geology.** (Three hours lecture and one three-hour laboratory weekly.) A descriptive course in applied geology, demonstrating how geologic information may be used to solve environmental conflicts and minimize environmental degradation. Topics include: geologic hazards (earthquakes, volcanoes, landslides), land-use planning, evaluation of mineral resources and alternative energy sources, and assessment of conservation efforts. 4 s.h.

PS 132. **Oceanography.** (Three hours lecture and one three-hour laboratory weekly.) This introductory course emphasizes geological and physical oceanography. Topics include the history of oceanography, modern ocean science, coastal geology, marine geology, physical oceanography, and marine biology. A mandatory field trip is included. (Previously offered as Physical Science 290B.) 4 s.h.

PS 145. **Introduction to Astronomy.** (Three hours lecture and one three hour laboratory weekly.) (PS 145 is not open to students who have received credit for PS 122, PS 135, or independent study in astronomy.) General Education course. Topics include features of the night sky, history of astronomy, light, optics, telescopes, Earth, Moon, planets, Sun, stars, stellar evolution, galaxies, quasars, and cosmology. Laboratory emphasizes observation and hands-on exercises. (Previously offered as PS 190A.) 4 s.h.

PS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 248. **Environmental Science.** (Three lecture hours and three laboratory hours scheduled weekly.) This course will focus on scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. 4 s.h.

PS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PS 291 **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Physics

PHYS 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHYS 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHYS 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 221. **General Physics I.** (Prerequisite: Mathematics 106 and Mathematics 160 or Consent of Instructor.) (Three hours lecture and one three-hour laboratory weekly.) A calculus-based course covering basic concepts of mechanics, heat, sound, light, electricity, magnetism and modern physics. 4 s.h.

PHYS 222. **General Physics II.** (Prerequisite Physics 221 or Consent of Instructor.) (Three hours lecture and one three-hour laboratory weekly.) A calculus-based course covering basic concepts of mechanics, heat, sound, light, electricity, magnetism and modern physics. 4 s.h.

PHYS 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHYS 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHYS 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHYS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHYS 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PHYS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PHYS 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PHYS 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Political Science

POSC 101. **American National Government.** A study of the development, organization, and operation of the United States government. 3 s.h.

POSC 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

POSC 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

POSC 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 200. **Current Issues in World Affairs.** This course provides an introduction to the study of global issues and United States foreign policy. (Previously offered as Political Science 290G.) 3 s.h.

POSC 201. **Women, Leadership and Public Policy.** (Co-requisite: enrollment in Washington Semester Program.) This course explores issues surrounding women, civic leadership, and the formation of public policy. Special emphasis will be placed on the political, social and economic factors that have shaped women's public leadership activities and on the evolving role of women in public life. (Previously offered as Political Science 290M.) 3 s.h.

POSC 202. **Women, Leadership, and Public Policy in South Carolina.** (Co-requisite: Enrollment in the South Carolina Semester.) This course explores issues surrounding women, civic leadership, and the formation of public policy in South Carolina. Special emphasis will be placed on the political, social and economic factors that have shaped women's public leadership activities and on the evolving role of women in public life. 3 s.h.

POSC 207. **Politics and Film.** This class explores how film depicts and possibly influences political life. Questions of rights, liberty, equality, legitimate authority, violence, and human dignity are all central to the course's content. (Previously offered as POSC 190K.) 3 s.h.

POSC 211. Politics and Multiculturalism. Multiculturalism tries to define the relationship between the cultural rights and identities of individuals and groups and a nation in which they live. That relationship is shaped by the law and policies of the governments involved. This course will focus on that relationship and all its implications. We will explore the origin and the rationale behind the diversity policies. Is there a “melting pot” or is it a myth? Are diverse groups becoming more separated, more marginalized than ever before? We will hear from marginalized voices and will, hopefully, develop an awareness to the ever increasing complexity that defines and shapes multicultural policies worldwide. (Previously offered as Political Science 290R and 290GG.) 3 s.h.

POSC 219. Political Participation and Advocacy. Students will learn various ways individuals and groups seek to influence the policy making process before local, state, and national legislative bodies and regulatory agencies. Students learn to present persuasive policy arguments before such bodies and to influence public opinion by representing, ethically and effectively, a client’s point of view to the broader public. 3 s.h.

POSC 220. State and Local Government. A study of the development, organization, and functions of state and local governments in the United States. 3 s.h.

POSC 225. International Relations. A study of the forces that determine political relations among nations. Emphasis is given to the philosophical theories of International Relations, such as Marxism, Liberalism, Socialism, Realism, and Neo-Realism among others, and to how theories and ideologies shape our relations with other nations. 3 s.h.

POSC 230. Public Administration. An introduction to the operations of government. The course will begin with an examination of the historical and theoretical perspectives of the study of administration and will then focus on leadership and organization in the public sector. Included will be the study of budgeting, personnel, legal, and oversight areas of administration. 3 s.h.

POSC 240. Political Philosophy and the Pursuit of Justice. This course is an introduction to political philosophy in general and theories of justice in particular. Special emphasis is given to the timeless questions involved in the pursuit of developing just societies. Not open to students with credit in Political Science 466 or 467.) 3 s.h.

POSC 245. Trial Advocacy and Principles of Law I. (Co-requisite: enrollment in the Mock Trial program.) This course will help students develop public speaking and trial advocacy skills while working together on a team competing in an American Mock Trial Association competition. Topics to be covered in the course include the difference between criminal and civil litigation, as well as analysis of recent decisions involving constitutional rights and civil liberties. May be taken multiple times for credit. (Also listed as History 245.) 3 s.h.

POSC 246. Trial Advocacy and Principles of Law II. (Co-requisite: enrollment in the Mock Trial program.) This course will help students develop public speaking and trial advocacy skills while working together on a team competing in an American Mock Trial Association competition. Topics to be covered in the course include the difference between criminal and civil litigation, as well as analysis of recent decisions involving constitutional rights and civil liberties. May be taken multiple times for credit. (Also listed as History 246.) 3 s.h.

POSC 250. Public Policy. Analysis of public policy formulation, implementation and evaluation. National and international case studies will be used in this course. 3 s.h.

POSC 260. African American History, Culture and Politics. The issues of race and justice in America will be studied through an analysis of historical, political and social factors. (Also listed as History 260.) 3 s.h.

POSC 265. Model United Nations. (Co-requisite: enrollment in the Model UN Program.) An introduction to the history, structure, and functions of the United Nations. This course emphasizes preparing students to participate as delegates in a model United Nations simulation. May be taken multiple times for credit. (Previously offered as Political Science 290BB.) 3 s.h.

POSC 270. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

POSC 270G. **Internship in Government.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) On-the-job work experience in a government agency. Individual work under faculty supervision with evaluation based on performance and achievement. 1-6 s.h.

POSC 270L. **Internship in Law.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) On-the-job work experience in the legal profession. Individual work under faculty supervision with evaluation based on performance and achievement. (Also listed as History 270L.) 1-6 s.h.

POSC 270P. **Internship in Politics.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) On-the-job work experience with a political institution, party, or campaign. Individual work under faculty supervision with evaluation based on performance and achievement. 1-6 s.h.

POSC 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

POSC 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 303. **Comparative Politics.** (Prerequisite: Satisfactory completion of the College Writing I requirement.) This course is an introduction to the comparative study of government and politics. The class will also include an assessment of the challenges facing the study of comparative politics as a result of globalization and the imputed decline of the boundedness of nation-states. Includes case studies of the political systems of selected nations. 3 s.h.

POSC 325. **American Foreign Policy.** (Prerequisite: Political Science 101.) An analysis of the formulation and conduct of U.S. foreign policy. 3 s.h.

POSC 335. **History and Politics of Africa.** A study of the history, culture and political systems of selected sub-Saharan Africa countries. 3 s.h. (Also listed as History 335.)

POSC 345. **Politics of the Middle East.** A study of the political, social and historical forces that determine the politics of the region. (Previously offered as Political Science 290B.) 3 s.h.

POSC 350. **Women and Politics.** This course is designed to introduce the student to selected political issues and public policies affecting women in the United States and other Western societies. 3 s.h.

POSC 360. **The Presidency.** (Prerequisite: Political Science 101.) A study of the evolution and development of the office of the Presidency, the roles and powers of the modern President, and the impact of personality upon the office. 3 s.h.

POSC 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

POSC 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

POSC 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 405. **Women of the Third World.** A survey of the status and role of women in developing regions of the world. Topics include: education, political participation, economic development, violence, health, religion and culture. (Also listed as History 405.) (Not open to students who have taken Political Science 390M.) 3 s.h.

POSC 420. **Constitutional Law.** (Prerequisite: Political Science 101.) Analysis of the opinions of the United States Supreme Court in the areas of separation of power, civil liberties and civil rights. 3 s.h.

POSC 441. **Current Events in Historical Perspective.** A study of the historical roots of contemporary political and cultural trends. (Also listed as History 441.) 3 s.h.

POSC 450. **Scope and Methods of Politics.** (Prerequisite: Political Science 101.) The study of the methods used to analyze political phenomenon. 3 s.h.

POSC 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

POSC 470LS. **Civic Engagement Experience.** (Prerequisite: Consent of the Instructor.) This course provides students with an opportunity to apply the skills and knowledge gained through their studies to a work setting. During the semester students are required to reflect upon their experience and the personal challenges they face in practicing and redefining their own leadership skills. Mandatory Pass/Fail. 6 s.h.

POSC 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

POSC 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

POSC 493. **Senior Seminar.** This course is designed to be a culminating experience in which the student will demonstrate her familiarity with the theories and methods of political science through a major research paper. Cross-listed as History 493. 3 s.h.

Psychology

PSY 102. **Introduction to Psychology.** An introduction to the field of psychology and the psychological study of human behavior. Topics may include research methods in psychology, biological bases for behavior, perception, learning and cognition, motivation and emotion, personality, social bases of behavior, psychological disorder, and psychological treatment. 3 s.h.

PSY 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PSY 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PSY 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 201. **Professional Ethics.** An introduction to the value frameworks that guide professional practice in the behavioral sciences and helping professions. (Also listed as Social Work 201.) 3 s.h.

PSY 203. **Human Growth and Development.** A review of physical, social, emotional and intellectual growth and development as they occur throughout the lifespan (childhood, adolescence, and adulthood). (Also listed as Education 203.) 3 s.h.

PSY 208. **Children and a Violent Society.** This course explores the social and biological precursors for violence and examines the effects of these on individual and social behavior. (Also listed as Child and Family Studies 208.) 3 s.h.

PSY 210. **Psychology of Sexual Behavior** (Not open to students who have received credit for Psychology 290N.) An examination of social science theories and research pertaining to human sexuality. Topics may include research methods in sexual science, gender differences, sexual attitudes and behaviors, sexual functioning and treatment for dysfunction, sexual orientation, coercion and rape, and sexuality for profit. 3 s.h.

PSY 235. **Psychology and Sociology of Gender.** Sociological and psychological research and theories as related to gender are examined. Other topics may include gender role development, gender role stereotypes, gender differences in personality traits and mental health, relationship and work issues. (Also listed as Sociology/Social Work 235.) 3 s.h.

PSY 240. **Drugs, Behavior, and Society.** An introduction to the study of drug use, abuse, and addiction, focusing on the history of drug use, effects of drugs in the nervous system and on behavior, consequences of drug use in modern society, and strategies for prevention and treatment of drug abuse. (Not open to students with credit in Physical Education and Health Promotion 263, Psychology/Sociology 290Q.) (Also listed as Sociology 240.) 3.sh.

PSY 254. **Understanding Diversity and Inclusion.** In this course, ethnic, gender, and/or religious groups will be presented within a multi-element framework, such as history of oppression, religious practices, family structure, degree of acculturation, poverty, language and the arts, racism and prejudice, sociopolitical factors, childrearing practices, and values and attitudes. The course seeks to educate students about privilege, the history and customs of groups as they live and have lived in the United States, EEOC law, and identity development. (Not open to students with credit for Psychology 390R.) 3 s.h.

PSY 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PSY 282. **Social Psychology.** Studies of major psychological ideas, concepts, and research that enable us to think more clearly about human relationships and human interactions. Topics may include obedience to authority, perception and judgment of others, ethnic conflict, relationships, etc. (Also listed as Sociology 282.) 3 s.h.

PSY 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PSY 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h..

PSY 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 300. **Statistics for Behavioral Science.** (Prerequisite: Completion of general education mathematics requirement.) A survey of descriptive and inferential statistical techniques used to summarize and evaluate social and behavioral data. (Credit cannot be received for both Psychology 300 and Mathematics 140) 3 s.h.

PSY 342. **Psychological Disorders.** (Prerequisite: Psychology 102.) An examination of the clinically recognized forms of psychological disorder and mental illness, with an emphasis on diagnostic criteria and primary explanations and treatment for each disorder. 3 s.h.

PSY 349. **Research Methods in Behavioral Science.** (Prerequisite or Co-requisite: Mathematics 140 or Psychology 300.) An overview of the processes involved in designing and conducting research in the social and behavioral sciences and social work. (Also listed as Social Work 349.) 3 s.h.

PSY 350. **Learning, Cognition and Memory.** (Prerequisite: Psychology 102.) An overview of traditional learning paradigms in psychology with an emphasis on classical and operant conditioning and observational learning, and the application of learning principles to various types of memory and cognitive processes. 3 s.h.

PSY 360. **Group Process.** (Prerequisite: Psychology 102.) The purpose of this course is to prepare students to utilize effective group process and leadership skills. A variety of group techniques will be discussed and demonstrated. Students will have the opportunity to experience being members of a group and to practice leading a group. (Also listed as Social Work 360.) 3 s.h.

PSY 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PSY 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PSY 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 396. **Psychology of Personality.** (Prerequisite: Psychology 102.) The study of major theoretical explanations of personality and major influences on the development of personality. 3 s.h.

PSY 430. **Biological Psychology.** (Prerequisite: Psychology 102.) An overview of the role of the nervous system in the control of behavior. Topics covered include neuroanatomy, mechanisms of drug action, sensory systems, sleep and dreams, motivation and emotion, language, and recovery from nervous system damage. 3 s.h.

PSY 450. **Psychology Laboratory.** (Prerequisite: Psychology 300 or Mathematics 140.) Students participate in experiments in areas such as emotion, perception, and cognition and record and analyze psychophysiological data such as those used for electromyography and polygraphy. 3 s.h.

PSY 459. **Clinical and Counseling Psychology.** (Prerequisite: Psychology 342.) An examination of the primary theories and techniques in clinical and counseling psychology, including psychological assessment and intervention. In addition to learning content in these areas, the course includes some development and practice of foundational counseling skills. 3 s.h.

PSY 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PSY 474. **History and Systems of Psychology.** (Prerequisite: Psychology 102.) A survey of the origins and development of major psychological systems of thought, methods, and ideas. 3 s.h.

PSY 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PSY 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PSY 494. **Research Seminar.** (Prerequisite: Psychology 349.) In this course, students will plan and carry out a significant empirical research project. 3 s.h.

Public Health

PUBH 101. **First Aid/CPR/AED Certification.** Students will learn basic procedures and skills necessary for providing immediate and temporary care in a medical related emergency situation. Students will qualify to earn either the American Red Cross or the American Heart Association certification for Standard First Aid; Adult, Child and Infant Cardio-Pulmonary Resuscitation (CPR); and Automated External Defibrillation (AED). 1 s.h.

PUBH 111. **Introduction to Public Health.** This course offers an introduction to public health, history of public health and public health education, and a focus on population health/social determinants of personal and community health. There will be an overview of the health care delivery system, the necessary human resources, and other public health topics will be addressed through current readings, case studies, reflections, and guest practitioners. 3 s.h.

PUBH 112. **Global Patterns and Policies in Public Health.** This course will address the ethical issues of health policy and management in regard to a global perspective. Students will examine the economic, environmental, political, technological, institutional, and sociocultural dimensions which historically and currently contribute to both beneficial and adverse effects on populations, communities, and family/individual health. The course will address the ethical issues related to rationing of care; allocation and cost-efficiency for resources; ethical issues of corruption, kickbacks, and conflicts of interest; and the ethical aspects of research with human subjects in both developing and developed countries. 3 s.h.

PUBH 120 **Human Health and Epidemiology.** (Prerequisite: Mathematics 120 or Mathematics 140 or consent of instructor) (Three hours lecture and one three-hour laboratory weekly) A course that introduces the historical contributions and modern uses of epidemiology. The course will include the basic tools of epidemiologic analysis, including case definitions and populations, incidence, prevalence, and case-fatality rates. Students will consider the meaning, scope, and applications of epidemiology to public health practice and the use of vital statistics data in the scientific appraisal of community health. Cross-listed as Biology 120. 4 s.h.

PUBH 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PUBH 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PUBH 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 261. **Personal Health and Wellness.** The course will provide a thorough understanding of the behaviors and skills necessary for establishing and maintaining a healthy lifestyle. The areas of study will include nutrition, weight management, physical fitness, stress management, drugs in society, and health consumerism. In addition the course will provide an

emphasis on ways to make positive lifestyle changes in order to prevent heart disease, diabetes, sexually transmitted infections, cancer, obesity, alcoholism, and addiction to nicotine and/or other drugs. 3 s.h.

PUBH 262. Human Sexuality. A course designed for the general college student regardless of major or area of specialization. Students will first explore human sexuality including female/male reproductive systems, birth control, and sexual maturation. The second part of the course will examine self sexual responsibilities such as intimacy, sexual attitude, and sexual behavior. 3 s.h.

PUBH 263. Drug Education. A course designed to give an overview of current issues and problems in the health area. Special emphasis is placed on a detailed study of drug types, their effects on the body, drugs and abuse and of laws regarding drug use. This course is especially designed for elementary and secondary education majors and is directed towards helping them explain the responsibilities of elementary and secondary schools in teaching health related issues. (Not open to students with credit in Psychology/Sociology 240.) 3 s.h.

PUBH 264. Nutrition for Wellness. This course is an introduction to the scientific principles of human nutrition and how sound nutrition practices are related to achieving optimal wellness. The following aspects of dietary nutrients will be covered: physical and chemical properties, physiological functions, dietary allowances, energy balance, food labeling, food additives, food-borne illnesses, deficiency diseases, and availability of nutrients from various food sources. A personal nutrition project is required. 3 s.h.

PUBH 270. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PUBH 270A. Public Health in Action. This course includes an introduction to health organizational leadership, management, and behavior change theory along with a cumulative 40-120 hour service learning experience. The student will participate in an extensive and reflective supervised service learning project in a hospital, community health clinic, state agency, or non-profit organization as a laboratory to learn about the coordination of health services, management, leadership, organizations, and public health issues. 1-3 s.h.

PUBH 290. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PUBH 291. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 292. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 301. Exercise Science. (Prerequisites: Chemistry 121, Biology 230) (Three hours lecture and one two-hour laboratory weekly.) The course will examine the role of the human cardiovascular, pulmonary, nervous, muscular, and endocrine systems that support exercise response and fitness training. The course will include a study of the physiological principles and theories as they have practical application to physical fitness and personal health. Included in the course are laboratory experiences in the areas of cardio-respiratory physiology, health-related fitness, personal nutrition, weight management, and chronic disease prevention. 4 s.h.

PUBH 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PUBH 370LS. Leadership in Health Public Health. A structured leadership experience which allows the student to identify, examine, and develop a plan of assistance which addresses a significant community health issue. The student will be asked to develop a plan of action, lead the implementation process for the plan, and evaluate the overall process and health outcomes related to the plan. (Mandatory pass/fail.) 1 s.h.

PUBH 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PUBH 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

PUBH 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

PUBH 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

PUBH 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Religion

REL 127. **World Religions and Ethics.** An introduction to selected western and eastern religious traditions that examine the beliefs, practices, rituals, and ethics of Hinduism, Buddhism, Judaism, Christianity, and Islam.. 3 s.h.

REL 128. **The Historical and Cultural World of the Bible.** An introduction to selections from the Hebrew Bible and New Testament examined in light of the cultural and historical contexts in which the texts were originally written. 3 s.h.

REL 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

REL 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

REL 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 205. **Theology in Literature.** An exploration of central theological themes (e.g. human dignity, free will, evil, social justice issues, etc.) in literature through the analysis of literary and theological texts. Literary works may include such writers as C.S. Lewis, The Chronicles of Narnia, J.R.R. Tolkien's Lord of the Rings, and/or J.K. Rowling's Harry Potter. Students may take the course for credit more than once when the topic varies. 3 s.h.

REL 210. **Philosophy of Religion** (Prerequisite: Satisfactory completion of the College Writing I requirement.)An introductory level study of how philosophers have approached religious issues. Topics include arguments for and against the

existence of God, the problem of evil, the character of religious experience, the relationship between revelation and reason, the nature of religious language, and the question of life after death. Through a study of the philosophy of religion, students gain an understanding of the nature and goals of philosophy. (Also listed as Philosophy 210.) 3 s.h.

REL 228. **History of the Christian Tradition.** This course surveys the key movements, people and institutions in the development of the Christian tradition from the apostolic period to the modern period. 3 s.h.

REL 255. **Women and Religion.** This course explores the role of women in the religious experience. Subjects may include women in the Bible, women in world religions, selected women in religious leadership. Specific topics may vary by semester. 3 s.h.

REL 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

REL 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

REL 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 295. **Research Seminar.** (Prerequisite: Consent of Instructor.) This course introduces students to research and writing methods necessary to do scholarly work in religious studies. 3 s.h.

REL 322 **Women in the Christian Tradition.** A survey of women in the Christian tradition from the ancient world to the modern era. Attention will be paid primarily to the writings of women and their roles of leadership. 3 s.h.

REL 341. **Judaism, Christianity, and Islam.** This course explores the historical origins and development of Judaism, Christianity, and Islam and their contributions to Western civilization. 3 s.h.

REL 354. **Compassion.** The course examines the topic of compassion from religious, philosophical, and cultural perspectives, focusing on major figures and historical events as they relate to compassion. (Previously offered as Philosophy/Religion 390G.) (Cross-listed with Philosophy 354.) 3 s.h.

REL 355. **Love.** The course examines the topic of love from religious, philosophical, and cultural perspectives, focusing on major figures and historical events as they relate to love. (Cross-listed with Philosophy 355.) 3 s.h.

REL 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

REL 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

REL 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 393. **Seminar in Religious Studies.** An examination of selected issues in religious studies. Topic varies by semester. Sample topics include the problem of evil and suffering, Ancient African Christianity, history of Jewish-Christian relations, Native American spirituality, sexual ethics, medical ethics, science and religion, religion and the Holocaust, religion and the arts, religion and literature, the quest for the historical Jesus, Pauline ethics, or women in the gospels. 3 s.h.

REL 440. **Holy War in the Name of God.** This seminar explores how religions have historically and theologically justified violence and war in the name of their particular religions. 3 s.h.

REL 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

REL 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

REL 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

REL 493. **Seminar in Religious Studies.** An examination of selected issues in religious studies. Topic varies by semester. 3 s.h.

Social Work

SOWK 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOWK 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOWK 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 201. **Professional Ethics.** An introduction to the value frameworks that guide professional practice in the behavioral sciences and helping professions. (Also listed as Psychology 201.) 3 s.h.

SOWK 235. **Psychology and Sociology of Gender.** Given as Psychology 235. 3 s.h.

SOWK 255. **Introduction to Social Welfare.** An introduction to the social welfare institution, with an emphasis on understanding the historical development of social welfare, social welfare services, the philosophical base of social welfare, and the role of social work in service delivery. 3 s.h.

SOWK 268. **Ethnic and Minority Groups.** An examination of theory and research concerning majority-minority group relations and the social processes associated with ethnic differentiation. (Also listed as Sociology 268.) 3 s.h.

SOWK 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOWK 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOWK 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 301. **Human Development and the Social Environment I.** (Prerequisite: Psychology 102.) This course explores the processes of human development and change from birth through adolescence. The student will analyze this developmental period in terms of the human biological, social, psychological, and cultural systems that have an impact on individual development and change. (Also listed as Child and Family Studies 301.) 3 s.h.

SOWK 302. **Human Development and the Social Environment II.** (Prerequisite: Psychology 102.) This course explores the processes of human development and change from adulthood to senescence. The student will analyze this developmental period in terms of the human biological, social, psychological, and cultural systems that have an impact on individual development and change. (Also listed as Child and Family Studies 302.) 3 s.h.

SOWK 312. **Child Maltreatment and Family Preservation.** This course is designed to provide knowledge in the child welfare service area of child abuse and neglect and family preservation. Course content includes knowing and understanding the significant programs, the acceptable practice standards, the policies, and organization structures that shape this area of study. (Previously offered as SOWK 390T.) (Also listed as PSY 312.) 3 s.h.

SOWK 314. **Out of Home Care and Permanency Planning.** This course is designed to provide knowledge in the child welfare service areas of home care and permanency planning. Specific course content will focus on understanding and applying the concepts and practice of family preservation, permanency planning, and foster care and adoption services. Students will learn about programs, acceptable practice standards, policies, and federal and state legislation that shape the child welfare field. (Previously offered as SOWK 390U.) (Also listed as PSY 314.) 3 s.h.

SOWK 320. **Intervention with Children and Families (SL).** (Prerequisite: Child and Family Studies 221. Satisfactory completion of the Oral Communication requirement.) Theories for assessing behavior problems presented by children and families and procedures for designing, implementing and evaluating intervention strategies. Practical applications are made through the use of case studies, role-play, and demonstrations. (Also listed as Child and Family Studies 320.) 3 s.h.

SOWK 349. **Research Methods in Behavioral Science.** (Prerequisite or Co-requisite: Mathematics 140 or Psychology 300.) An overview of the processes involved in designing and conducting research in the social and behavioral sciences and social work. (Not open to students with credit in Sociology/Social Work 472.) (Also listed as Psychology 349.) 3 s.h.

SOWK 350. **Social Work Practice I.** (Prerequisite or Co-requisite: Psychology/Social Work 201.) Beginning with the goals of social work practice this course addresses the knowledge, skills and values needed for generalist social work practice. Emphasizing the ecological perspective, focusing on micro practice, components of the change process, and evaluation of practice, these course addresses the knowledge base and skills needed by the generalist social worker. 3 s.h.

SOWK 355. **Social Work Practice II.** (Prerequisite: Social Work 350.) Focusing on generalist practice with families and groups, students develop the interpersonal and problem solving skills necessary for utilizing a variety of practice models. Evaluation is addressed as a critical component of social work practice and models for evaluating practice are presented. 3 s.h.

SOWK 360. Group Process. (Prerequisite: Psychology 102.) The purpose of this course is to prepare students to utilize effective group process and leadership skills. A variety of group techniques will be discussed and demonstrated. Students will have the opportunity to experience being members of a group and to practice leading a group. (Also listed as Psychology 360.) 3 s.h.

SOWK 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOWK 390. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOWK 391. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 392. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 450. Social Work Practice III. (Prerequisite: Social Work 355.) Further development of professional knowledge and skills for generalist practice at the macro level. Social work with organizations and communities will be addressed including strategies for evaluating outcomes. 3 s.h.

SOWK 470. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOWK 470A. Internship in Child and Family Studies (Prerequisite: Consent of the Instructor.) A supervised experience working in an agency serving children and families in the student's area of emphasis. 3 s.h.

SOWK 480. Social Welfare Policy and Services. (Prerequisite: Social Work 255 or Consent of Instructor.) The study of social welfare policies and services designed to develop skills in policy analysis. Includes a framework for analyzing social policies and services and the impact of such variables on economic, political, and ideological pressures on human service delivery systems. 3 s.h.

SOWK 487. Social Work Field Placement I. (Prerequisite: Social Work 355.) Internship in an approved social welfare agency under the supervision of the Program. One hour weekly seminar to evaluate and discuss issues affecting social agency functioning and service delivery systems. Mandatory Pass/Fail. 4 s.h.

SOWK 488. Social Work Field Placement II. (Prerequisite: Social Work 487.) An advanced experience in social work practice in an approved social welfare agency under the supervision of the Program. One hour weekly seminar. Mandatory Pass/Fail. 6 s.h.

SOWK 490. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOWK 491. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOWK 492. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Sociology

SOC 151. **Introductory Sociology.** A general survey of sociological concepts aiming at a basic understanding of modern society and its complexities. Culture, society and personality are studied within the framework of social institutions. 3 s.h.

SOC 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOC 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOC 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 235. **Psychology and Sociology of Gender.** Given as Psychology 235. 3 s.h.

SOC 240. **Drugs, Behavior, and Society.** An introduction to the study of drug use, abuse, and addiction, focusing on the history of drug use, effects of drugs in the nervous system and on behavior, consequences of drug use in modern society, and strategies for prevention and treatment of drug abuse. (Not open to students with credit in Physical Education and Health Promotion 263, Psychology/Sociology 290Q.) (Also listed as Psychology 240.) 3 s.h.

SOC 268. **Ethnic and Minority Groups.** An examination of theory and research concerning majority-minority group relations and the social processes associated with ethnic differentiation. (Also listed as Social Work 268.) 3 s.h.

SOC 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOC 282. **Social Psychology.** Given as Psychology 282. 3 s.h.

SOC 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOC 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOC 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOC 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 448. **Community Organization and Advocacy.** The foci of this course are community organization theories and models of advocacy used by “grass roots” leaders and organizational leaders to promote social justice and community change. 3 s.h.

SOC 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SOC 477. **Nonprofit Leadership in the Human Services.** The focus of this course is on the organizational structure of nonprofit human service agencies and the leadership styles needed by those who specialize in nonprofit administration. Topics include but are not limited to strategic planning, board development, fundraising and philanthropy, resource management, and organization effectiveness. 3 s.h.

SOC 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SOC 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SOC 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Spanish

SPAN 121. **Elementary Spanish I.** (Prerequisite: Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the Communication Intensive requirement.) This course introduces the basic five C’s of the language—communication, cultures, connections, comparisons, communities—through a functional approach. Emphasis is on developing communicative competence in simple conversations on familiar material in context. Study of Spanish-speaking countries, their cultural patterns and customs is included. This course fulfills either the Communication Intensive requirement or the general education Modern Language requirement but not both. 3 s.h.

SPAN 122. **Elementary Spanish II.** (Prerequisite: Spanish 121, Placement Test, or Consent of the Program Coordinator. Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the Communication Intensive requirement.) This course continues to develop skills introduced in 121 in communication, cultures, comparisons, communities and connections as students function in Spanish in contextualized situations presented in class. Emphasis is on a functional approach to oral communication. Further study of Spanish-speaking countries, their cultural patterns and customs is included. This course fulfills either the Communication Intensive requirement or the general education Modern Language requirement but not both. 3 s.h.

SPAN 123. **Spanish for Specific Fields.** (Prerequisite: Spanish 121 or placement into Spanish 122.) This course is designed to linguistically and culturally prepare students to use Spanish in a specific field. This field can be: Business, Social Services, Public Health, Education, etc. Through a communicative approach, students will learn basic conversational skills needed in their specific work environment. The class will also explore the cross-cultural perspectives needed in order to navigate through Hispanic customs and practices in the specific field. While the class is targeted to one professional area, it is open to all students. This course will be the equivalent to Spanish 122. Students can take it to fulfill their General Education

Modern Language requirement. Students who have already taken Spanish 122 can take this class as an elective. Students can also take the class in the different fields for credit. 3 s.h.

SPAN 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPAN 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPAN 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SPAN 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SPAN 221. **Intermediate Spanish I.** (Prerequisite: Spanish 122, placement test, or Consent of Program Coordinator. Satisfactory completion of the Oral Communication requirement is also a prerequisite if the course is to fulfill the Communication Intensive requirement..) This course continues to develop skills introduced in 121 and 122 in communication, cultures, comparisons, communities and connections as students function in Spanish in contextualized situations presented in class. Emphasis is on oral and written expression. Study of Spanish speaking countries, cultural patterns and customs is enhanced through analysis of written, visual and aural text. 3 s.h.

SPAN 222 **Intermediate Spanish II.** (Prerequisite: Spanish 221, placement test or Consent of Program Coordinator.) This course continues and completes the basic Spanish language sequence. Students continue to develop skills in communication, cultures, comparisons, communities and connections. Emphasis is on oral and written expression. Study of Spanish speaking countries, cultural patterns and customs is enhanced through analysis of written, visual and aural texts and their application to real world scenarios. 3 s.h.

SPAN 250. **Intermediate Reading and Writing.** (Prerequisite: Spanish 222 or consent of the instructor.) A course designed to develop reading and writing skills by expanding vocabulary and language structures in a cultural context. This course may not count toward the major. 3 s.h.

SPAN 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPAN 290. **Special Programs.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPAN 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SPAN 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPAN 305. **Hispanic Literature of the United States.** (Prerequisite: College Writing II.) This course will explore the roots, development, and trends in literature by Mexican-American, Cuban-American, Puerto Rican, and other US Hispanic writers. Knowledge of Spanish is not required. 3 s.h.

SPAN 310. **Introduction to Literary Analysis in Spanish.** (Prerequisite: Spanish 250 or advanced placement.) This course gives an introduction to the vocabulary and techniques of literary criticism and to the nature of the main literary

movements. This could include all types of texts and material, and could span the Middle Ages to the present. (A pre- or co-requisite for all literature courses in Spanish except Spanish 305.) 3 s.h.

SPAN 312. Spanish in the Community. (Prerequisite: Spanish 222, advanced placement, or consent of the instructor.) This is a service-learning course in which students will gain a better understanding of Hispanic culture in the U.S., particularly in the field of education. Students will also improve their language skills by using Spanish both within and beyond the school setting and by interacting with bilingual students through the study of children's literature. Students will be tutoring ESL students on-site at a local elementary school as well as advocating for bilingualism and equal rights for all students in the U.S. (Previously offered as SPAN 390Q.) 3 s.h.

SPAN 316. Spanish for Heritage Speakers/Español para hablantes de herencia. (Prerequisite: Must be a Spanish native and/or heritage Spanish speaker; consent of instructor required.) This course is designed to enable students whose heritage language is Spanish to develop, maintain and enhance proficiency in Spanish by reading and writing in a variety of contexts and audiences while concentrating on key aspects of the language. We will also explore the cultures of the Hispanic world enabling students to gain a better understanding of the nature of their own language. 3 s.h.

SPAN 335. Photoshopped Bodies: Latinas (Re)presented. (Prerequisite or Corequisite: Spanish 310 or College Writing II.) This course explores the differences between self-representation of Latina identities (by Latina writers) and the images of Latinas that are generated and sold by U.S. media. This course is designed to develop the students' writing and analytical skills as well as to develop the accuracy and clarity when developing an argument. The student will become more aware of the cultural context in which cultural construction occurs as well as their multiple implications. (Previously offered as SPAN 390T.) 3 s.h.

SPAN 340. Advanced Grammar and Composition. (Prerequisite: Spanish 250 or advanced placement.) The study of advanced grammar and syntax and the development of writing proficiency. 3 s.h.

SPAN 341. Conversation I. (Prerequisite: Spanish 250 or advanced placement.) This course will continue to develop the communication skills of students by emphasizing vocabulary building, oral fluency and listening comprehension. The course content will be everyday life in Spanish-speaking countries. 3 s.h.

SPAN 342. Conversation II. (Prerequisite: Spanish 250 or advanced placement.) This course will continue the development of oral communication skills by expansion of vocabulary and increasing fluency and listening comprehension. The course content will be current events and topics of national and international concern. 3 s.h.

SPAN 351. Discovering Culture Through Film. (Prerequisite: Spanish 250 or advanced placement.) This course uses films of Spain and Spanish America for the dual purpose of studying film as a cultural product and studying film as a vehicle for understanding culture. The films serve as a starting point in each case for an examination of the historical, social, or economic contexts of the film narrative. 3 s.h.

SPAN 365. Introduction to Methods of Teaching Foreign Languages. (Prerequisite: Spanish 250 or advanced placement.) This course is an introduction to a standards-based approach to teaching modern languages. This course acquaints the student with second-language acquisition theory, methods of teaching, the diverse learner, and strategies for using technology and culturally authentic materials. Students practice long- and short-term planning and assessment of instruction while developing an awareness of current issues in the teaching profession. 3 s.h.

SPAN 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPAN 375. The Short Story in Spain and Spanish America. (Prerequisite or Corequisite: Spanish 310, advanced placement, or consent of the instructor.) In this course students read a selection of short stories, predominantly from the modern period. Influential writers of the twentieth century who have shaped modern literature, such as Borges, Paz, Castellanos, Matute, and Garro, will be emphasized. 3 s.h.

SPAN 390. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPAN 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPAN 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPAN 399LS. **The Leadership Semester for the Spanish Major.** The options for the Leadership Semester (399LS) include the following:

1. The semester abroad. It will link Leadership with the usual curricular offerings of study in Spain.
2. A shorter study abroad (such as the summer school in Spain or the Border Experience).
3. An internship that enables the student to use the second language and interact with native speakers of that language.

In each case the program will provide questions for the student to address before, during, and after the Leadership Semester. The student will keep reflections in a journal to be discussed and evaluated with a major program faculty member. The questions and the student's reflections will deal with issues regarding her experiences of accepting risk (C1: "courage"), embracing values (C2: "commitment"), and seizing opportunities (C3: "confidence"). In these journals, she will reflect on communication and intercultural competence and make cultural comparisons. Furthermore, she will develop an awareness of her identity as a world citizen and her potential as a leader. 1 s.h.

SPAN 420. **Rethinking Spanish and Latin American Myths and Symbols.** (Prerequisite or Corequisite: Spanish 310 or advanced placement.) The hero, the rogue, the lover, and the dreamer are universal figures but diversely represented across cultures. In this course students will examine them, among other figures, in literary texts of Spain and Latin America as well as in other cultural products such as cinema, art, popular culture and social media. By comparing and analyzing how these archetypal figures operate in different contexts, students will gain a deeper understanding of Spanish cultures and the critical thinking skills necessary for interpreting their own cultures. 3 s.h.

SPAN 435. **These women unsettle: Performance Artists in Latin America.** (Prerequisite or Corequisite: Spanish 310.) In this class we will explore a divergent group of female artists who, through thought-provoking performances, act up and act out as a way to challenge and upset the dogmas and convictions of a dominant society. (Previously offered as SPAN 490B.) 3 s.h.

SPAN 460. **Contemporary Spanish American Authors.** (Prerequisite: Spanish 250 or advanced placement. Spanish 310 must be taken as a pre- or co-requisite.) The study of contemporary authors of Spanish America with emphasis on the new narrative. 3 s.h.

SPAN 465. **From the Page to the Stage: Performing Hispanic Theatre.** (Prerequisite or Corequisite: Spanish 310, advanced placement, or consent of the instructor.) This class will focus on improving students' knowledge of colloquial Spanish as well as pronunciation by transforming a written dramatic text into a live performance. We will explore the dual nature of drama, as both text and performance, and study how theatre communicates cultural values and social-political issues. Class discussions will stress the role of the reader/spectator as well as the importance of non-verbal forms of discourse, such as stage directions, stagecraft, lighting and physical movements in producing the play's meaning. As a class, we will work on selected one-act Hispanic plays for performance and dedicate much of the course to rehearsals for the public staging in which all students participate. This course can be taken to fulfill the Spanish major requirements either as a literature credit or a cultural credit. (Previously offered as SPAN 390R.) 3 s.h.

SPAN 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPAN 481. **Introduction to Translation.** (Prerequisite: Spanish 250 or advanced placement.) A course designed to provide basic translation skills, Spanish/English as it applies to a variety of fields. (Previously offered as Spanish 390A. Not open to students who have had Spanish 390A.) 3 s.h.

SPAN 485. **Spanish for the Professions and International Affairs.** (Prerequisite: Spanish 250 or advanced placement, or consent of the instructor.) The aim of this course is to increase knowledge of issues, customs, and vocabulary necessary to meet the demands of working in an international Spanish-speaking environment, in the areas of diplomacy, government and business. Continued development of reading, writing, listening, and speaking skills is central as students begin to function within defined professional workplaces. The instructor will attempt to match course content to student needs and interests, with each individual focusing in-depth on studying her future profession or area of interest in a Spanish-speaking context. 3 s.h.

SPAN 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPAN 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPAN 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPAN 495. **Senior Seminar.** (Prerequisite: Spanish 310 or advanced placement.) This course provides a common senior experience for all Spanish majors. Students will complete an extensive research project during the semester on an area of their interest that focuses on the Hispanic cultures and language. A series of writing assignments will have to be completed throughout the semester that will lead to the student's culminating project: an extensive final research paper and presentation. This class should be taken the semester prior to their graduation. 3 s.h.

Special Education

SPED 165. **Intervening with At-Risk Learners I.** This course will focus on introducing students to Response to Intervention for at risk students. Current legislation and practices within school settings will be researched as students identify and describe the roles of interventionist in the learning environment. 1s.h.

SPED 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPED 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPED 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPED 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPED 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 320. **Learning Disabilities: Characteristics.** This course will offer teacher candidates the opportunity to study the exceptional learning needs, to include cognitive, physical, linguistic, social and emotional characteristics, of individuals who have been identified as having specific learning disabilities, within the context of current theory and knowledge. 3 s.h.

SPED 321. **Learning Disabilities: Instructional Procedures.** (pre- or co-requisite: Special Education 320.) In this course, teacher candidates will learn to identify and use instructional strategies, curricula and resources that are appropriate and effective in meeting the individual learning needs of persons with specific learning disabilities. Teacher candidates will develop competencies in planning and managing the teaching/learning environment of resource and self contained classrooms. 3 s.h.

SPED 332. **Exceptional Learners.** Teacher candidates will construct an understanding of the concept of exceptionality and study educational theories and practices for promoting learning with diverse groups of children and youth. The roles and responsibilities of a variety of school professionals who work with students with exceptionalities will be discussed and practiced in simulations. Resources that are available to support the special needs of students and families will be researched. 3 s.h.

SPED 335. **Children and Youth with Mild Disabilities.** (Prerequisite: Pass Praxis I and Special Education 332) In this course, teacher candidates will focus on the education, cognitive, physical, linguistic, social and emotional characteristics of persons with mild to moderate learning, intellectual and emotional disabilities. Teacher candidates will demonstrate knowledge and skills related to referring, evaluating, making eligibility decisions, and creating individualized education programs based on specific learning needs. 3 s.h.

SPED 361. **Apprenticeship for Teaching (Field Experience II).** (Prerequisites: Pass Praxis I and Education 160 and Education 260.) In this field experience, special education teacher candidates will be placed in two classroom settings across two levels (elementary, middle, or secondary) for students with mild to moderate learning, intellectual and emotional disabilities. Teacher candidates will gradually assume more active teacher roles and responsibilities from tutoring, to working with small groups, to whole class instruction and management. Instructional activities will be planned, implemented and assessed based on individual learning needs of the classroom (IEP and assessment data) and the state ADEPT guidelines. Positive behavior supports and transition strategies will be researched and implemented. 3 s.h.

SPED 363. **Assessment in Special Education.** (Prerequisite: Pass Praxis I) Teacher candidates will develop the knowledge and understanding of assessment, diagnosis and evaluation procedures that are essential for teachers in the field of special education. Skills will be developed in the use of formal and informal assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds. 3 s.h.

SPED 365. **Intervening with At-Risk Learners II.** This course will serve as the site based shadowing experience in intervening with at risk learners. Students will be provided the opportunity to observe and reflect on site based interventions for at risk learners. In addition, students will apply the knowledge and methods gained through their observations as they plan and provide intervention to at risk learners. 3s.h.

SPED 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPED 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPED 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 450. **Special Education Instructional Strategies.** (Prerequisite: Pass Praxis I; Pre- or Co-requisite: Special Education 335.) In this course, teacher candidates will learn to identify and use instructional strategies, curricula and resources that are appropriate and effective in meeting the individual learning needs of persons with mild to moderate learning, intellectual and emotional disabilities. Teacher candidates will develop competencies in planning and managing the teaching/learning environment of resource and self-contained classrooms. 3 s.h.

SPED 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SPED 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SPED 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SPED 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Speech Language Pathology

SLP 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SLP 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SLP 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SLP 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SLP 257. **Phonetics.** A study of the International Phonetic Alphabet as applied to the English language with an analysis of the production of sound both in isolation and connected speech. 3 s.h.

SLP 258. **Survey of Speech Language Pathology.** A survey of communication disorders. Normal development, major etiologies, evaluation procedures, and basic therapy techniques are considered. Observations in public schools and other local treatment sites are required. 3 s.h.

SLP 259. **The Anatomy and Physiology of the Speech and Hearing Mechanism.** (Prerequisite: Speech Language Pathology 258 or Consent of Instructor.) A study of the anatomy of the speech and hearing mechanism with emphasis on the structure and function of the various components involved in speech and hearing. 3 s.h.

SLP 260. **Clinical Procedures in Speech-Language Pathology.** (Prerequisites Speech Language Pathology 257 and 258.) This course introduces the Speech-Language-Pathology major to the clinical and supervisory process. Goal setting, lesson

planning, methods of observing, describing and recording behavior, formal and informal assessment, professional dispositions and related topics are also discussed. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases 3 s.h.

SLP 261LS. Speech Language Pathology Field Experience. (Prerequisites: Speech Language Pathology 258 and either Speech Language Pathology 387 or 380 and a 3.0 in the major courses.) A field experience in the treatment of speech and language disorders conducted under faculty supervision. Approximately 96 hours of clinical work will be required. 4 s.h.

SLP 262. Speech Language Pathology Field Experience. (Prerequisite(s): Speech Language Pathology 258 and Speech Language Pathology 387 or 380 and a 3.0 in the major courses.) A field experience in the treatment of speech and language disorders conducted under faculty supervision. Approximately 48 hours of clinical work will be required. 2 s.h.

SLP 270. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SLP 290. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SLP 291. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SLP 292. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SLP 310. Speech Language Pathology Clinical Technology. (Prerequisite: Speech Language Pathology 258; Corequisite: Speech Language Pathology 260) Therapist candidates will learn effective use of clinical technology for assessment, treatment, and productivity. The use of assistive technology and the identification of technology resources will also be addressed in the course. 1 s.h.

SLP 318. Audiology. (Prerequisites: Speech Language Pathology 258 and 259 or Consent of Instructor.) This course focuses on the fundamental aspects of hearing including a study of the physics of sound, the anatomy of physiology of the hearing mechanism, and the etiology of hearing loss and other auditory processing difficulties. Observations in public schools and other local treatment sites will be required. 3 s.h.

SLP 365. Field Experience. (Prerequisites: Speech Language Pathology 258 and Speech Language Pathology 260 and 310 and a 3.0 GPA in major courses or Consent of Instructor.) Individuals work under therapist supervision with a variety of speech and language disorders. Approximately 30 hours of on-site work for each hour of credit will be required in the course. Placement is made primarily within Richland Districts I, II; Lexington Districts I, II, V; Kershaw District and Fort Jackson Schools. Candidates in Speech Language Pathology may be placed outside the designated area within the state of South Carolina. May be taken multiple times for credit. 1-3 s.h.

SLP 370. Internship. Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SLP 375. Speech Disorders. (Prerequisites: Speech Language Pathology 258, Speech Language Pathology 259, or Consent of Instructor, satisfactory completion of the Oral Communication requirement.) This course will address the etiology, diagnosis, and clinical management of a variety of speech disorders including phonology, stuttering, dysarthria, apraxia, and voice disorders. Observations in local sites may be required. 3 s.h

SLP 380. Language Acquisition and Development. (Prerequisite: Speech Language Pathology 258 or Consent of Instructor. Not open to teacher candidates who have taken Education 480 or Special Education 480.) This course focuses on the acquisition and development of the components of language, phonology, morphology, syntax, semantics, and pragmatics.

Language comprehension, cognitive language skills, and the nature of delayed and disordered language will be addressed. Observations in public schools and other local treatment sites will be required. (Previously offered as Speech Language Pathology 480.) 3 s.h.

SLP 384. **Language Disorders.** (Prerequisites: Speech Language Pathology 258 and Speech Language Pathology 259 or Consent of Instructor.) Etiology, diagnosis and clinical management of language disorders across the lifespan will be discussed. Emphasis is placed on populations with language disorders across the lifespan. Observations in local sites may be required. 3 s.h.

SLP 386LS. **Professional Development and Leadership.** In this course SLP majors will reflect on the skills necessary for speech language personnel to meet the needs of a diverse client population. Resume writing, interview skills, graduate school preparation will all be addressed. The candidates, as collaborative professionals, will address professional development, professional organizations and credentials, as well as ethics and demands of various settings. 2 s.h.

SLP 387. **Phonology/Articulation Disorders.** (Prerequisite: Speech Language Pathology 257 or Consent of Instructor.) Nature, etiology, diagnosis and clinical management of phonology/articulatory deficits. Observations in public schools and other local treatment sites may be required. 3 s.h.

SLP 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SLP 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SLP 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

SLP 460. **Advanced Field Experience II.** (Prerequisite(s): Speech Language Pathology 258 and Speech Language Pathology 387 or Speech Language Pathology 380 (previously offered as Speech Language Pathology 480) and a 3.0 GPA in major courses or Consent of Instructor.) Individual work under faculty supervision with a variety of speech and language disorders. Approximately 48 hours of clinical work will be required in the course. Placement is made only within Richland Districts I, II; Lexington Districts I, II, V; Kershaw District and Fort Jackson Schools. Based upon demonstrated shortages of qualified cooperating therapists or programs in these districts, students in Speech Language Pathology may be placed outside this designated area within the state of South Carolina. 2 s.h. (Previously offered as 470C.)

SLP 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

SLP 477. **Clinical Methods in Treatment Procedures.** (Prerequisite 258.) Methods and procedural considerations in various programs, schools, hospitals, and community clinics as well as certification and licensure, professional responsibilities and current trends in the profession are discussed. Observations and activities in public schools and other local treatment sites will be required. 3 s.h.

SLP 482. **Literacy and Language.** (Prerequisite: Speech Language Pathology 258 and Speech Language Pathology 380 or Consent of Instructor.) The course will study language development and the role and responsibilities of school based speech language pathologists in literacy. Attention will be given to the use of assessment techniques, remediation strategies, and inclusive practices. The course will integrate South Carolina Curriculum Standards. Observations in public schools and other local treatment sites will be required. 3 s.h.

SLP 485LS. **Internship in School-Based Speech Language Pathology (Directed Teaching).** (Prerequisite: All courses in Professional Education and Specialization and satisfactory completion of professional education portfolio.) Speech language therapist candidates will work under the direction of an experienced Speech Language Pathologist and assume increasing responsibilities up to full responsibility for a caseload. Placements will be made only with Richland I and II, Lexington I, II, and V, and Fort Jackson Schools. (Cannot be audited and not open to students with credit for Education 485.) 12 s.h.

SLP 490. **Special Problems.** (Prerequisite: Speech Language Pathology 258 or Consent of Instructor.) A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

SLP 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

SLP 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

Theatre

THEA 105. **Introduction to Theatre.** Understanding and appreciation of theatre through an exploration of the creative process of the audience, playwright, performer, director, designer, and critic. Attendance at several plays is required. (Previously offered as Speech 130.) 3 s.h.

THEA 107. **Introduction to Acting.** Understanding and appreciation of the art of acting through an introduction to basic acting skills, including script analysis, character development, and techniques of voice and movement. No previous acting experience is required. (Previously offered as Speech 124.) 3 s.h.

THEA 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

THEA 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

THEA 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

THEA 270D. **Scenery.** (Prerequisite: Consent of Instructor.) Supervised participation in the area of scenery for a theatre production. No formal classes. (Previously offered as Speech 270D.) 1 s.h.

THEA 270E. **Lighting.** (Prerequisite: Consent of Instructor.) Supervised participation in the area of lighting for a theatre production. No formal classes. (Previously offered as Speech 270E.) 1 s.h.

THEA 270F. **Sound.** (Prerequisite: Consent of Instructor.) Supervised participation in the area of sound for a theatre production. No formal classes. (Previously offered as Speech 270F.) 1 s.h.

THEA 270J. **Stage Manager.** (Prerequisite: Consent of Instructor.) Supervised participation as the stage manager for a theatre production. No formal classes. (Previously offered as Speech 270J.) 1 s.h.

THEA 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

THEA 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

THEA 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

THEA 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

THEA 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

THEA 491. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

THEA 492. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

Writing

WRIT 100. **Basics of Journalistic Writing.** Students will learn the fundamentals of writing for print and digital media in this fast-track course. The half-semester course is designed to equip students who have had limited exposure to journalistic writing with the skills to perform well in WPDM classes. It is also appropriate for the student who has previously studied journalistic writing but needs a refresher course. Instruction will include interviewing, inverted pyramid style, lead writing, paragraph development, editing, and AP Style. This course may be taken a maximum of two times for credit. 1 s.h.

WRIT 150. **Blogging.** This course introduces students to writing short, timely commentary for a general online audience. Students learn the skills of online research, interviewing, reporting, and writing short, clear, fact-based opinion pieces. They also learn how to build a basic blog and generate an audience for their online writing. 3 s.h.

WRIT 170. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

WRIT 190. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

WRIT 191. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

WRIT 192. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h

WRIT 200. **Introduction to Reporting for Print and Digital Media.** (Prerequisite: College Writing 2) This course offers students an introduction to reporting, writing, and copyediting for media. Students will learn the basics of reporting and writing a “hard news” story, learning what constitutes “news.” Students will learn how to separate opinion from fact and write objectively; how to collect facts accurately (5 W’s and an H) and quotations from appropriate sources; how to arrange information in a logical and pleasing order, recognizing what is most important; how to think and write well enough to craft a “lede”, a “nut graff” and a “kicker.” These basic skills are in demand for relaying information, whether for print, online, public relations, or broadcast outlets. 3 s.h.

WRIT 202. **Introduction to Copy Editing.** (Prerequisite: College Writing 1.) Students will hone their skills in punctuation, mechanics, and grammar. Media copy editing requires writers and editors to recognize errors and to perfect usage of standard written American English. Media writing and editing also require expert use of AP Style, which students will learn and practice. 3 s.h.

WRIT 207. **Social Media and Technology.** Students will write their own blogs and also code their social media platform for enhanced performance. They will learn analytics to better shape and time their posts and mine readers’ responses. They will sample software and apps that are required toolsets for today’s media workforce. 3 s.h.

WRIT 220. **Campus Media Production.** This one-hour course provides students the opportunity to write or edit for print or online texts and/or to produce or edit social media or video for campus media outlets such as the art and literature magazine, the yearbook or other Columbia College publications. Students wishing to work for the campus newspaper must take Writing 222 or 322. May be taken six times for credit. 1 s.h.

WRIT 222. **Introductory Campus News Production.** (Prerequisite: Writing 200; or corequisite: Writing 100) Students will produce the campus newspaper, learning reporting, editing, photography, illustration, design, layout, video, technology, and/or media management skills. May be taken multiple times for credit up to a maximum of 8 semester hours. 1-3 s.h.

WRIT 260. **Introduction to Public Relations.** (Prerequisite: College Writing 1) Students will learn the basics of effective public relations from a theoretical and hands-on approach. Through project-oriented instruction, students will learn the history, evolution, and ethics of the profession as well as the role and duties of the public relations practitioner: planning and executing effective communication strategies, developing and distributing well-crafted messages, developing and executing strategic plans, managing damage control, and developing collateral material and events to foster a positive image among a variety of constituents, including the public, employees, shareholders, and media. 3 s.h

WRIT 270. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

WRIT 290. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

WRIT 291. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 292. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 305. **Writing for Business and Public Affairs.** (Prerequisite: College Writing 2) A survey of business and governmental writing, including techniques of correspondence, informal and formal reports, case studies, interoffice communications. Students are required to complete a research project. 3 s.h.

WRIT 322. **Intermediate Campus News Production.** (Prerequisite: Writing 222) Students will produce the campus newspaper, building on reporting, editing, photography, illustration, design, layout, video, technology, and/or media management skills learned in Writing 222. May be taken three times for credit. 3 s.h.

WRIT 323. **Editing the Campus News Publication.** (Prerequisite: Permission of instructor) May be repeated during each semester for which a student serves as an editor of the online campus news publication. 0-1 s.h.

WRIT 325. **Feature Writing for Print and Digital Media.** (Prerequisite: Writing 200.) Building upon experience in basic reporting, students will learn more about interviewing, doing research, and organizing information to write longer, descriptive in-depth stories suitable for print or online publication. Students will learn about the use of narrative in nonfiction. Students also will learn the art of profile writing. 3 s.h.

WRIT 330. **Writing for Digital Media.** (Prerequisite: College Writing 2) Students will look at form as well as content on the Internet, focusing on content development for the Web. Students will build on research, reporting, editing, and writing skills while developing awareness of the Web as a medium. Particular aspects of Web writing and presentation – for example, keywords, links, graphics, video, as well as blogs, wikis, and other social media – will be emphasized. 3 s.h.

WRIT 340. **Methods of Teaching Writing.** (Prerequisite: College Writing 2) Designed for students seeking certification in English Language Arts or for English majors desiring to teach writing on the college level. Students will study basic composition theory, learn how to facilitate the linguistic and communicative competencies of adolescents from diverse backgrounds and with diverse abilities, and develop a personal writing style by producing several essays. The course will also focus on the assessment of writing processes and best practices in monitoring the progress of developing writers. Students will explore a range of pedagogical approaches to developing writing while compiling extensive “tool chests” of resources to aid in this work. 3 s.h.

WRIT 346. **Introduction to Writing Short Fiction.** (Prerequisite: College Writing 2) Students will read and write short stories, learning the elements of fiction and a variety of narrative styles. 3 s.h.

WRIT 347. **Introduction to Writing Poetry.** Students will read poetry and write poems, learning the elements of poetry and a variety of poetic forms and techniques. 3 s.h.

WRIT 348. **Introduction to Writing Creative Nonfiction.** (Prerequisite: College Writing 2) Students will read and write various forms of creative nonfiction, such as personal essays, travel writing, narrative history, documentary, autobiography and/or memoir. 3 s.h.

WRIT 350. **Introduction to Narrative with Digital Video.** (Prerequisite: College Writing 2) Students will build on their understanding of research, reporting, interviewing, writing, and editing while being introduced to single-camera video production. Students will use basic digital video equipment, learning basic lighting and audio production and basic editing to create short documentaries and other narratives. (Students may not receive credit for both Communication 280 and Writing 350.) 3 s.h.

WRIT 355. **Media Ethics and Law.** (Prerequisite: Writing 200.) Students will be introduced to legal principles and issues that directly shape print and digital communication. Topics addressed will include the following: free speech, defamation, copyright, trademarks, and new media issues related to content and access. The course will also address ethical standards for professionals in media-related occupations. 3 s.h.

WRIT 360. **Writing for Public Relations.** (Prerequisites: College Writing 2, Writing 260) Students will learn the basics of writing in the field of public relations: information gathering and analysis; writing news releases; preparing background information and media kits; writing speeches; developing collateral materials; and writing for video and broadcast. 3 s.h.

WRIT 370. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

WRIT 370J. **Internship in Journalism.** (Prerequisite: Junior/Senior Writing for Print and Digital Media major, Writing 200, and either Writing 325, Writing 330, or Writing 347.) This internship is designed to provide the student with on-the-job experience in research, editing, writing, and/or video for print, online, or broadcast media. 1-3 s.h.

WRIT 370P. **Internship in Public Relations Writing.** (Prerequisite: Junior/Senior Writing for Print and Digital Media or English Literary Studies major, Writing 200 and Writing 360.) This internship is designed to provide the student with on-the-job experience in research, editing, writing, and video for public relations. 1-3 s.h.

WRIT 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

WRIT 391. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 392. **Independent Study.** Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 399LS. **Leadership Semester in Writing.** (Prerequisites: acceptance into the English major and consent of the instructor.) Students will demonstrate leadership related to the English major. They may fulfill the requirements of the Leadership Semester in a variety of ways, including the following: holding an elected or appointed position; contributing to print, online, or broadcast media; tutoring; creating a service project; filming and presenting a short documentary; planning and presenting a scholarly presentation at a conference; or gaining work experience in writing, editing, or video. Students may propose other options for demonstrating leadership in the discipline as well. Students will present a written plan connecting the Leadership Semester to the major, submit a written reflection on the Semester, and in an approved public forum share their experiences. 0-3 s.h.

WRIT 402. **Micro- and Macro-Editing.** (Prerequisites: English 275, Writing 200, and Writing 202.) Substantive text editing is a specialized skill, requiring not only a strong command of standard written American English grammar, mechanics and usage but also the ability to identify and correct inconsistencies and problems with logic, coherence, and development in a written document. The objective of this course is to provide students with experience in micro- and macro-editing for publication, advanced skills that take them beyond the copy editing of punctuation, grammar, AP Style and fact-checking to the development of structural, analytic, and interpretive skills. 3 s.h.

WRIT 425. **Intermediate-Level Narrative with Digital Video.** (Prerequisite: Writing 350.) Students will continue to explore research, reporting, interviewing, writing, and editing through the medium of digital video. In their intermediate-level narratives, students will create and edit mini-documentaries and expand their understanding of light, sound, and image, as well as documentary reporting and narrative. 3 s.h.

WRIT 470. **Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Approval of an internship request by the instructor and the appropriate program coordinator or division head is required to be able to register for the course. Mandatory Pass/Fail. 1-6 s.h.

WRIT 470J. **Internship in Intermediate Journalism.** (Prerequisite: Junior/Senior Writing for Print and Digital Media major, Writing 200, and either Writing 305, 325, 330, 335, or 405.) This internship is designed to provide students with intermediate level on-the-job experience in reporting, editing, writing, and/or video for print, online, or broadcast media. 1-3 s.h.

WRIT 470P. **Internship in Intermediate Public Relations Writing.** (Prerequisite: Junior/Senior Writing for Print and Digital Media major, English 205, Writing 200, 360, and 415.) This internship is designed to provide the student with an

opportunity for intermediate on-the-job experience in research, planning, editing, writing, and/or video for public relations. 1-3 s.h.

WRIT 490. Special Problems. A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-6 s.h.

WRIT 491. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 492. Independent Study. Research, reading, and/or independent work. Evaluation based on demonstrated evidence of achievement. Approval of an independent study request by the instructor, the appropriate division head, and the Provost is required to be able to register for the course. 1-6 s.h.

WRIT 495. Senior Seminar. (Prerequisite: Writing 200) The Senior Seminar is an integrative capstone experience for the Writing for Print and Digital Media major. The course engages students in complex and diverse readings and media projects, as well as reflective activities that promote a comprehensive understanding of writing and media. 3 s.h.

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Faculty

Professors

Julia P. Baker (2003) -- Professor of Chemistry. B.S., Furman University; Ph.D. University of South Carolina.

Martha Brim (1983) -- Professor of Dance. B.F.A., M.F.A., Florida State University.

Tamara L. Burk (2003) – John Reeves Endowed Chair of Leadership; Professor of Communication Studies. B.A., M.A., University of Maine; Ed.S., Ph.D., College of William and Mary.

Mona R. El Shazly (1987) -- Professor of International Business and Economics. B.A., M.A., American University, Cairo; Ph.D., University of South Carolina.

Joyce Fields (2000) -- Professor of Child and Family Studies. B.S., Longwood College; M.S., Baylor University; Ph.D., Florida State University.

Christine Hait (1992) -- Professor of English. B.A., M.A., Texas A&M University; Ph.D., University of North Carolina, Chapel Hill.

Melissa Heidari (1989) – Martha Youmans Edens Professor of English. B.A., Ph.D., University of South Carolina; M.A., University of Rochester.

Laurie B. Hopkins (1984) -- Professor of Mathematics. B.S., Ph.D., University of South Carolina.

James C. Lane (1997) -- Professor of Elementary Education. B.S., M.Ed., Ed.S., Ph.D., University of South Carolina.

Doris Giles Layton (2000) -- Professor of Education. B.A., Winthrop University; IMA., Ph.D., University of South Carolina.

Tandy McConnell (1998) -- Charles Ezra Daniels Chair of History; Professor of History. B.A., Berea College; M.A., M.Div., Southern Baptist Theological Seminary; Ph.D., University of South Carolina.

Jason B. Munsell (2003) -- Professor of Communication Studies. B.A., M.A., University of Arkansas; Ph.D. Louisiana State University.

Stephen R. Nevitt (1976) -- Professor of Art. B.F.A., University of South Carolina; M.A., State University of New York.

Lynne Steyer Noble (1999) -- Professor of Education. B.A.Ed., University of Michigan; M.Ed., Ed.D., University of Virginia.

Madeleine Schep (1998) -- Professor of Mathematics and Computer Information Systems. M.S., University of Paris VII; Ph.D., University of Paris Sud.

Karen C. Thompson (1999) -- Professor of Psychology. B.S., Bowling Green State University; M.A., Ph.D., University of South Carolina.

Nancy L. Tuten (1988) -- Stackhouse Chair of English; Professor of English. B.A., Newberry College; M.A., Ph.D., University of South Carolina.

Catherine (Lisa) A. Unterseher (2000) -- R. Wright Spears Professor of Religion. B.A., University of Texas at Austin; M.Div., Ph.D., Southern Methodist University.

Ute Wachsmann-Linnan (2000) -- Professor of Art History. M.B.A., University of South Carolina, M.L.I.S., University of California; Ph.D., University of Bonn (Germany).

Alan Weinberg (1986) -- Professor of Music. B.A., M.M., Temple University; D.M.A., Indiana University School of Music.

Tracy West (2000) -- Professor of Special Education. B.S., M.A., East Carolina University; Ph.D., University of South Carolina.

John Zubizarreta (1988) -- Professor of English. B.A., Florida International University; M.A., Ph.D., University of South Carolina.

Associate Professors

Sandra Ayers (1996) -- Associate Professor of Early Childhood Education. B.A., Columbia College; M.Ed., Ph.D., University of South Carolina.

Chris Burkett (2006) -- Associate Professor of Education. B.A., Newberry College; M.Ed., Columbia College; Ed.D., Nova Southeastern University.

Heather Hahn (2008) -- Associate Professor of Philosophy. B.A., Hiram College; M.A., Ph.D., State University of New York.

Calley Hornbuckle (2007) -- Associate Professor of English. B.A. Bennington College; M.A., Bridgewater State College. Ph.D., University of South Carolina.

Shirley Huisman (2014) -- Associate Professor of Social Work. B.A., Dordt College; M.S.W., Syracuse University; Ph.D., University of South Carolina.

Sharon L. Jones (2006) -- Associate Professor of Political Science. B.A., B.S., M.A., University of South Florida; M.A., Ph.D., Syracuse University.

Regina Lemmon (2015) -- Associate Professor of Speech Language Pathology. B.A., Columbia College; M.S.P., Ph.D., University of South Carolina.

Yuan Li (2007) -- Associate Professor of Business. B.S., M.B.A., Northwestern University; Ph.D., University of South Carolina.

Corinne D. Mann (2007) -- Associate Professor of French. B.A., Mary Baldwin College; M.A., University of Virginia; D.E.A., University Paris; Ph.D., Pennsylvania State University.

Kirt E. Moody (2003) -- Paysinger Endowed Chair for Science and Technology; Associate Professor of Biology and Environmental Science. B.A.S., M.A., University of Maine; Ph.D., College of William and Mary.

Allan Nail (2010) -- Associate Professor of English. B.A., M.Ed., Ph.D., University of Florida.

Adrienne Yingling Oxley (2008) -- Associate Professor of Chemistry. B.S., Chatham College; Ph.D. University of Pittsburgh.

Robin Rosenthal (2012) -- Associate Professor of Psychology. B.A., Barnard College; M.B.A., Harvard

University; M.S., Georgia State University; Ph.D., University of Georgia.

Hyman Rubin III (1999) -- Associate Professor of History. B.A., Yale University; M.A., Ph.D., Emory University.

Edward Sharkey (2000) -- Associate Professor of Political Science. B.A., M.A., University of Montana; Ph.D., Northern Arizona University.

Scott Smith (1993) -- Associate Professor of Mathematics. B.A., Earlham College; Ph.D., University of Kentucky.

Marcy Jo Yonkey-Clayton (2008) -- Associate Professor of Dance. B.A., Slippery Rock University; M.F.A. Texas Woman's University.

Rocío Zalba (2007) -- Associate Professor of Spanish. B.A., University of Guelph; M.A., University of Toronto; Ph.D. University of Kansas.

Assistant Professors

Jessica Allen (2016) – Assistant Professor of Biology. B.A., Wesleyan University; Ph.D., Stanford University.

Diana Amos (2012) -- Assistant Professor of Music. B.M., Oberlin College; M.M., D.M.A., University of South Carolina.

Jessica Berry (2015) -- Assistant Professor of Speech Language Pathology. B.A., Winthrop University; M.A., South Carolina State University; Ph.D. Louisiana State University.

Jeff Cho (2015) -- Assistant Professor of Psychology. B.A., B.S., Stanford University; Ph.D., University of California, Irvine.

Crystal Davis (2016) –Assistant Professor of Dance. B.A., Emory University; M.F.A., Texas Woman's University; M.A., New York University.

Quintong Hu (2016) -- Assistant Professor of Mathematics. B.S., Qingdao University; M.S., Ph.D., University of Tennessee.

Jade Huell (2014) -- Assistant Professor of Communication Studies. B.A., Columbia College; M.A., University of South Carolina; Ph.D., Louisiana State University.

Virginia Johnson (2013) -- Assistant Professor of Mathematics. B.A. Antioch College; M.A., Wake Forest; M.S., North Carolina A&T University; Ph.D., University of South Carolina.

George Kaufman (2015) -- Assistant Professor of Chemistry. B.A., B.S., M.S., Brown University; Ph. D., Harvard University.

Marlee Marsh (2012) -- Assistant Professor of Biology. B.S. Converse College; Ph.D., Clemson University.

Amy Smith Reeves (2012) -- Assistant Professor of English. B.A. Huntington University; M.A., Ph.D. University of South Carolina

Paloma Fernández Sánchez (2013) -- Assistant Professor of Spanish – M.A., Loyola University Maria; Ph.D., Indiana University;

Victoria Sanchez Samblas (2011) -- Assistant Professor of Spanish. B.A., Ph. D. Universidad Autonoma, M.A. Universidad Complutense, M.A. Ph. D. Vanderbilt University.

Marla Sanders (2012) -- Assistant Professor of Education. B.A., M.Ed., Columbia College; Ph.D. North Carolina State University.

Katrina Spigner (2016) – Assistant Professor of Organizational Change and Leadership. B.A., Columbia College; M.S.W., University of South Carolina; Ed.D., Northeastern University.

Amanda Stefanski (2016) – Assistant Professor of Special Education. B.A., Queens University of Charlotte; M.S., University of Miami; Ph.D., University of Maryland.

Senior Lecturers

M. Emily Bentley (2015) -- Senior Lecturer of Emergency Management. B.A., Auburn University; J.D., Faulkner University Jones School of Law.

Claudia Smith Brinson (2007) -- Harriet Gray Blackwell Professorship of Creative Writing; Senior Lecturer of English. M.A., University of South Carolina.

Harry Cooper (2004) -- Senior Lecturer of Business and Criminal Justice –B.S., J.D., University of South Carolina.

D'Michelle DuPre (2014) -- Senior Lecturer of Criminal Justice. B.A., University of South Carolina; M.D., Ross University School of Medicine.

Christine LaCola (2013) --Senior Lecturer, Leadership. B.A., Kalamazoo College; M.B.A, University of Maryland; Ed.D., University of Georgia.

Kyle A. Love (2001) -- Senior Lecturer of Communication and Theatre. B.A., M.A., University of Virginia.

Debra M. Stayner (2002) -- Senior Lecturer of Human Relations. B.A., M.A., University of South Carolina.

Emily Ward (2014) -- Senior Lecturer of English. B.A., M.A., University of South Carolina.

Lecturers

Travis Dalton (2014) -- Lecturer of Business and Computer and Information Science. B.S., M.B.A., Western Carolina University.

Jennifer Dollar (2016) -- Lecturer of Social Work. B.S., Carson Newman College. M.S.W., University of South Carolina.

Amy Ellisor (2012) -- Lecturer of Education -- B.A., M.Ed., University of South Carolina.

Bethany Fisackerly (2014) -- Lecturer of Child and Family Studies/Child Life Specialist. B.S., University of Florida; M.S., East Carolina University.

Hadia Ghandour (2016) -- Lecturer of Global Business. B.S., University of South Hampton, UK; M.B.A., University of South Carolina.

Falicia Harvey (2013) -- Lecturer of Higher Education Administration -- B.A., Austin Peay State University; M.Ed., Ph.D., University of South Carolina.

Sandra K. Kimmel (2004) -- Lecturer of Communication Studies. B.A., Columbia College; M.A., Queens University of Charlotte; Ph.D., Regent University.

Alice K.C. Lou (2008) -- Lecturer of Mathematics. B.S., Columbia College; M.S., Columbia University.

Maria Markovich (2016) -- Lecturer of Mathematics. B.S., Shippensburg University, M.A., University of South Carolina.

Vida Mingo (2010) -- Lecturer of Biology. B.S., Johnson C. Smith University; M.S., Long Island University; Ph.D., University of South Carolina.

Helen R. Rapoport (2008) -- Lecturer of English. B.A., J.D., University of South Carolina.

Susan Rolfe (2008) -- Lecturer of Accounting. B.S., Southern Adventist University; M.A., University of South Carolina.

Director/Administrator

Judy Paull (2016) -- Chief Nursing Administrator. B.S.N., University of Detroit; M.S.N., University of Michigan; D.N.P., Madonna University.

Paula Wilson (2011) -- Betty Suber Groh and Guthrie Darr Chair in Music and Choir Mastery; Director of Choral Activities. B.A., Columbia College; M.M.Ed., Florida State University.

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