

**Columbia College
Women's College Bulletin
2013-2014**

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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.

College Calendar

Fall Semester 2013 - 2014

August 19	Division Heads Workshop
August 20	Division Meetings
August 21	Fall Faculty Workshop
August 22	State of College Address
August 23-27	New Student Orientation
August 26	Residence Halls open for returning students
August 26-27	Check in for returning students
August 28	First Day of Classes for Full-Term Classes and Split Term I
August 30	Late Registration for Full-Term Classes and Split Term I
September 2	Labor Day - Classes which meet only on Mondays will be held as scheduled. No other classes will meet.
September 3	Add/Drop for Full-Term and Split Term I Ends (Course changes needing assistance or permission need to be completed by 5:00 PM.)
September 20	Course Withdrawal Without Academic Penalty for Split Term I Ends
October 16	Midterm Grades for Full-Term Classes Due. Last Day of Classes for Split Term I
October 17-20	Fall Break - Weekend classes will be held as scheduled. No other classes will meet. Residence halls remain open.
October 21	Full-term classes resume. Split Term II begins. Split Term I grades due.
October 23	Late Registration and Drop/Add for Split Term II Ends
October 28	Course Withdrawal Without Academic Penalty for Full-Term Classes Ends
November 5	Advisement and Registration of Day Seniors and Evening Students for Spring Classes Begins
November 8	Advisement and Registration of Day Juniors for Spring Classes Begins
November 13	Advisement and Registration of Day Sophomores for Spring Classes Begins
November 15	Course Withdrawal Without Academic Penalty for Split Term II Ends
November 18	Advisement and Registration of Day First-Years for Spring Classes Begins
November 25	Advisement and Registration of Readmits, New Students, Non-Degree Students, and Co-enrollments for Summer and Fall Classes Begins
November 27	Residence Halls Close at 10:00 A.M.
November 27-December 1	Thanksgiving Break (Classes Do Not Meet)
December 1	Residence Halls Re-open at 1:00 PM
December 2	Classes Resume and Offices Re-open
December 6	Complete Withdrawal from ALL Courses Ends Last Day of Regular Class Meetings
December 7-13	Exam Week – Classes that meet on weekdays before 8:00 AM, on weekdays after 5:00 PM, and on weekends meet at their regularly scheduled times. All other classes follow the exam block schedule.
December 13	Final Grades for Graduating Students Due. Residence Halls Close at 5:00 PM
December 17	Final Grades for Full-Term and Split Term II Due

Spring Semester 2013 - 2014

January 13	Spring Faculty Workshop.
January 14	Check In for all students
January 15	First Day of Classes for Full-Term and Split-Term I
January 17	Late Registration for Full-Term Classes and Split Term I
January 20	MLK, Jr. Day - Special events will be held. Students are expected to attend these events, so most classes will not meet. However, classes which meet in the evening or only on Mondays will be held as scheduled.
January 21	Add/Drop for Full-Term and Split Term I Ends (Course changes needing assistance or permission need to be completed by 5:00 PM.)
February 7	Withdrawal Without Academic Penalty for Split Term I Ends
February 27	Last Day of Classes for Split Term I
February 27	Midterm Grades for Full-Term Classes Due Residence Halls Close at 5:00 PM
March 3 – 7	Spring Break Weekend classes will be held as scheduled. No other classes will meet.
March 9	Residence Halls Re-open at 1:00 PM
March 10	Full Term Classes Resume. First Day of Classes for Split Term II Final Grades for Split Term I Due
March 12	Late Registration and Drop/Add for Split Term II Ends
March 17	Course Withdrawal Without Academic Penalty for Full-Term Ends
March 24	Advisement and Registration of Day Seniors, Day Juniors, and Evening Students for Summer and Fall Classes Begins
March 31	Full-Term and Split Term II Classes Resume Advisement and Registration of Day Sophomores for Summer and Fall Classes Begins
April 3	Course Withdrawal Without Academic Penalty for Split Term II Ends Advisement and Registration of Day First-Years for Summer and Fall Classes Begins
April 9	Advisement and Registration of Readmits, New Students, Non-Degree Students, and Co-enrollments for Summer and Fall Classes Begins
April 15	SpearsFest - Special events will be held. Students are expected to attend these events, so most classes will not meet. However, classes which meet in the evening or only on Mondays will be held as scheduled.
April 18 – April 20	Easter Break – No classes will meet.
April 25	Last Day of Regular Class Meetings
April 26 – May 2	Exam Week
April 30	Grades for Graduating Students Due
May 2	Residence Halls Close at 5:00 PM
May 3	Commencement
May 6	Final Grades Due

Summer Session 2013 - 2014

May 11	Residence Halls Open at 1:00 PM
May 12	First Day of Classes for May Session
May 13	Late Registration and Drop/Add for May Session Ends
May 23	Withdrawal Without Academic Penalty for May Session Ends
May 30	Last Day of Classes for May Session
June 2	First Day of Classes for Summer Session I First Day of Classes for Extended Session
June 3	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
June 12	Withdrawal Without Academic Penalty for Summer Session I Ends
June 26	Last Day of Classes for Summer Session I Withdrawal Without Penalty for Extended Session Ends
June 27 – July 6	Summer Break No classes meet
July 1	Final Grades for Summer Session I Classes Due
July 7	Extended Session Classes Resume First Day of Classes for Summer Session II
July 8	Late Registration and Drop/Add for Summer Session II Ends
July 17	Withdrawal Without Academic Penalty for Summer Session II Ends
July 31	Last Day of Classes for Extended Session Last Day of Classes for Summer Session II
August 1	Residence Halls Close at 3:00 PM
August 3	Commencement (Graduate School)
August 5	Final Grades for Extended Session Classes Due Final Grades for Summer Session II Classes Due

NOTE: 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.

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 and houses materials to help patrons explore all aspects of the liberal arts. To support that research, the library maintains a collection of books, periodicals, and media and has access to tens of thousands of full-text articles through database subscriptions. Access to the electronic databases is available anywhere in the world by using your e-mail user name and password. Interlibrary cooperation among the academic colleges in South Carolina enables patrons to have access to titles in other libraries. The library maintains materials important to the history of the college in the College Archives.

The Research and Instruction Librarians are eager to assist students, faculty and staff with their research. The Vandiver Reference Desk is located on the main floor and the librarians are available to help on an individual bases, including nights and weekends. The course-integrated information literacy program reaches students in both general education courses as well as, upper division courses. Individual and group study rooms are available on the main and top floors, and a bank of computers is located near the Reference Desk.

The Overton Media Center provides training and support for instructional media needs.

AV Equipment Available for Use in the Media Center:

- 4 iMacs
- 12 Multi Media Dell PC's
- Scanner, fax, color photo printer combo
- Laser Printer
- Scanner
- Laminating Machine

AV Equipment Available for Loan/Checkout:

- Digital Camcorders w/ tripods
- Flip Video Recorders w/ tripods
- iRiver voice recorder
- DVD Camcorder
- LCD Projectors
- Projector Screens

- Televisions
- Audiocassette tape recorders
- Overhead Projectors
- Carousel Slide Projectors

It houses a collection of videos, DVDs, kits, and SC approved textbooks in teacher certification areas along with a state-of-the art fifteen-seat

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 a nonrefundable fee of \$25.** Applications are available in the Office of Admissions, Breed Leadership Center, Columbia College, 1301 Columbia College Drive, Columbia, South Carolina 29203 (telephone number 800.277.1301 or 803.786.3871) and online at www.columbiasc.edu.
2. **Official high school transcript.** The applicant's high school guidance counselor must mail a complete transcript to the Office of Admissions (to be submitted with Counselor Evaluation Form). 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. The essay portion will be required and used for placement only.

4. **High school recommendation.** The Office of Admissions requires a letter of recommendation from a high school. Additional recommendations may be submitted and required in some cases.

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, 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 a \$25 nonrefundable application fee, (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), (3) high school guidance counselor or teacher recommendation/evaluation (additional recommendations may be submitted), (4) SAT or ACT scores (information on these tests are available from various sources in other countries and in the USA), and (5) TOEFL scores (information about this test is available from various sources in other countries and in the USA, Columbia College requires a minimum TOEFL score of 550-paper, 213-computer, or 79-web-based). International students who fail to meet the minimum TOEFL scores may enroll in an ESL Center. An ESL level 109 is accepted for admission to Columbia College. The centers are located throughout the United States and in over 50 countries throughout the world. There is a center located in Columbia, South Carolina. Further information on these Centers may be obtained from ESL Language Centers, 5671 Buckingham Parkway, Culver City, California 90230.

Only after the above five 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 enroll in the college's 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 a \$25 nonrefundable application fee, (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), (3) a statement of good standing from all colleges previously attended, and (4) a completed Transfer Recommendation Form. 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 page 36.

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 2013-2014

Tuition and Fees

	Per Semester	Fall and Spring
Tuition – Full-time	\$13,175	\$26,350
Technology Fee	\$175	\$350
Student Activity Fee	\$50	\$100
Total	\$13,400	\$26,800

Meal Plans

21-Meal Plan (all First-year)	\$1,741	\$3,482
15-Meal Plan	\$1,627	\$3,254
10-Meal Plan (Seniors Only)	\$1,504	\$3,008
Commuter 10-Meal	\$1,504	\$3,008
Commuter 5-Meal Plan	\$675	\$1,350

Housing Rate:

Residence Halls	\$1,748	\$3,496
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Cottages (Juniors and Seniors)

\$1,748

\$3,496

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 \$200 per semester for one hour of study per week or \$100 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. A separate \$175 technology fee and \$50 student activity fee apply each semester to students registered for at least six semester hours. First-time, first-years students are also charged an additional \$150 orientation fee.

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)	\$710 per hour
Part-time students (limit 11 hours per semester).....	\$710 per hour
Full-time fees apply when registration exceeds 11 hours per semester.	
Auditing (no applied courses).....	\$225 per course
Joint enrollment (high school students).....	\$710 per hour
Parking permit.....	\$15

* 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
Full semester courses:	
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%
Split-Term I courses:	
Through the end of add/drop:	100%
Through the next 2 calendar days:	50%
Through the next 3 calendar days:	25%
Split-Term II courses:	
Through the end of add/drop:	100%
Through the next 3 calendar days:	75%
Through the next 3 calendar days:	50%
Through the next 3 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 University of Anger, in Anger, 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 311 – 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 complete and mail 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. The student must return the signed official award notification to the Office of Financial Aid to make any changes to her award, otherwise a signed copy is not required.
6. Students who are eligible for educational benefits through the Veterans Administration or Vocational Rehabilitation should apply directly to these agencies and inform the Office of Financial Aid.

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 transfer 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

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.)

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 the institution 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. All attempted hours, including hours for which no federal aid was received, at any college attended count in the 190 hour calculation. 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.

Faith and Service Program Requirement

Columbia College has a long-standing tradition of emphasizing spiritual values as a part of the total educational experience. While affiliated with and committed to the ethics and values of The United Methodist Church, the College welcomes people of all faith traditions or non-religious persons. Each year we have students representing several of the major world religions, plus nearly 20 different denominational traditions within the Christian faith.

Columbia College is a uniquely diverse and caring community that encourages all of its members to explore and practice moral, ethical, and spiritual values.

All students are required 50 Faith and Service credits. These are a part of the College’s graduation requirements.

We strongly suggest the following guideline based upon class standing:

First-Year	20 FAS Credits
Sophomore	15 FAS Credits
Junior	10 FAS Credits
Senior	5 FAS Credits

Total 50 FAS credits to meet the FAS graduation requirement

*Graduating Seniors must show proof of FAS credits by March 1

NOTE: The Faith and Service Program Requirement does not apply to part-time or Evening College students.

Alternatives to Fulfill the College’s Faith and Service Program Requirement

Occasionally special circumstances warrant a students’ request to do an alternative as a means of fulfilling the College’s Faith and Service Requirement based on religious convictions or other unique circumstances. Students seeking an alternative means to fulfill their FAS requirement must submit a petition to the Chapel Review Board. Petitions are available in the Chaplain’s Office in Alumnae Hall. The deadlines to submit a petition are September 15 for the fall semester and January 30 for the spring semester. Alternatives to Chapel include either community service (1 hour of service per credit required) through the College or participation in other spiritual programming offered on campus (specifics determined by the Chaplain and/or the Chapel Review Board).

What options are available as part of the College’s Faith Program?

Chapels:

The College holds chapel services every Wednesday at 1:00 pm in College Place United Methodist Church (UMC), adjacent to campus behind the Harrelson and Allison buildings. Chapels remain the most efficient way to receive FAS credits.

Though the College remains faithful to the theology, ethics, and values of our United Methodist tradition, chapels are weekly worship services that reflect diverse traditions within - and on occasion - outside of the Christian faith. Chapel services typically last for half an hour and are worth one (1) FAS credit. Weekly communication through the Daily Blast email, Facebook, etc. lists chapel topic, speaker, music, etc. for that week. Special musical groups include the Columbia College Choir, Heavenly Creations Gospel Choir, Kingdom Glory's Praise Team, contemporary bands, soloists, and instrumentalists. We also include dance teams, artists, potters, etc. to give students, faculty, and staff unique worship experiences.

World Religions Chapel Series

Two or three chapels per semester will focus on major world religions or non-Protestant or mainline Christian traditions (i.e. Orthodoxy, Quakerism, Mormonism, Unitarian Universalists, etc.). It is our duty as an institute affiliated with The United Methodist Church to educate inside and outside the classroom on diversity and inclusivity; it is part of our UM heritage and part of a liberal arts education. As our nation becomes more religiously diverse, it is increasingly important to know and gain respect for other traditions. We believe we do our students a disservice to not teach about other faith traditions.

Assemblies

Assemblies are special campus events celebrating specific Columbia College occasions and traditions. These are worth 2 FAS credits and last from 1:00-1:50 pm. These are the best times for the whole community to come together. Typically, there are two or three assemblies each semester such as the Honor Code Service, Opening Convocation, Founder's Day, the Holocaust Remembrance Service, and a couple of special Christian scholar lectures, etc.

Designated Lectures, Films, Etc.

Each semester there will be several opportunities to attain FAS credits through lectures, films, special events connected to academic courses, Diversity Committee, CEL, Student Affairs, Office of the Chaplain, etc. All such events must have some connection to faith, ethical, or social justice issues and be approved in advance by the Faith and Service Committee.

Interfaith Field Trips/Dinners and Dialogues

About twice a semester, a field trip will be planned going to a synagogue, temple, mosque, etc. We will also strive to have monthly interfaith dinners and dialogues.

Chapel, Assembly, and Lecture Etiquette

It is expected that proper behavior and appropriate respect is shown in chapels, assemblies, and all special lectures. Doing homework, using a cell phone, listening to an ipod, napping, or talking excessively is not considered appropriate and no credit will be awarded. We expect students to be on time and actively engaged. No food or drinks are allowed in the sanctuary.

Transfers

Transfer students are members of the academic class in which they enrolled as determined by the Registrar's Office. FAS credits are pro-rated. Students who transfer at mid-year are required to fulfill only half of the FAS credits requirement for their academic class.

Study Abroad/Away:

Students studying overseas or participating in the Washington semester will be credited with FAS credits equal to one half of the total credits required for their respective academic class for each semester they are away from our campus. If a student studies away for an entire year, then she is credited with all her FAS credits for that academic year.

What happens if I don't get all of my credits?

At the end of the year, names of students who are missing FAS credits will be turned over to the Judicial Board. The Judicial Board will make decisions about appropriate penalties and sanctions.

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. Students may receive all required, recommended, and optional immunizations at reduced rates at the Student Health Center. Call 786.3859, if you have questions about how to get vaccines.

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 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 free of charge or for a nominal fee to college students**

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>.

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
May Session	4
Summer Session I	6
Summer Session II	6
Extended Summer Session	12

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.
- Students may not be enrolled in more than 12 semester hours at any time during the summer sessions. For example, a student enrolled in 3 hours in Summer I is limited to a maximum enrollment of 9 hours in the Extended Session.
- 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 and/or the Provost 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 Permission 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 grant permission to register unless the student is requesting an excessively heavy load. Students deemed to be taking excessive loads will need to petition the Academic Standards Committee for permission to take the overload.

Criterion	Maximum Overload	Total Hours
GPA of 3.00 or higher	See above	See above
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.

Role of Academic Advisor

Each student is assigned an academic advisor who meets with the student each semester prior to student pre-registration for the following semester. The advisor reviews student progress, gives general academic advice and serves as a resource to the students when academic issues arise. **It is the responsibility of each student to monitor her academic progress and make sure that the requirements for graduation are fulfilled.**

To that end, the students should:

1. Arrange a meeting with her advisor during advisement each semester according to the advisor's
2. availability,
3. Inform the advisor of schedule changes, course withdrawals, and other unexpected events in her
4. progress during a semester,
5. Have no outstanding charges in the business office which inhibit pre-registration or registration,
6. Complete registration for each semester during the allotted time for her classification,
7. Meet all requirements for the anticipated degree as stated in the *Bulletin*, and
8. Coordinate requirements of various programs when seeking a minor or a double major.

The advisor will:

1. Be available to meet with each student each semester to review her academic progress,
2. Help each student evaluate her academic progress realistically and suggest appropriate courses
3. for the coming semester(s),
4. Suggest appropriate channels for dealing with unexpected academic difficulties, and

5. Be informed of academic requirements and prerequisites as well as course rotations that are specific
6. to the program in which the student is majoring.

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
3. bookstore).
4. Provide an accurate listing of course requirements for each major on the Web site,
5. Maintain an electronic program evaluation system for students and advisors to use as they monitor
6. the student's progress toward graduation, and
7. Provide each senior student an update on progress toward graduation listing specific requirements
8. 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 studies for a limited time without having to withdraw from the College and apply for readmission. Any student in good academic and financial standing may apply for a leave of absence. A student may be granted one leave of absence for up to two consecutive semesters.

A student whose leave of absence is approved must pay a nonrefundable \$200 continuation fee for the leave period. When she returns to the College, the fee will be applied to her tuition.

In the semester prior to the student's return to Columbia College, the student should contact her advisor in order to pre-register for the next semester and to notify the Office of the Provost of her 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, and the continuation

fee will be forfeited. She must apply for readmission before she 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 will be subject to the College's Transient Study Policy.

Strict limitations apply as to the amount of academic credit that may be earned during a leave of absence: six hours during a one-semester leave and ten hours during a two-semester leave. If academic credit is attempted, a student must complete a Transient Student Form and submit an official transcript to the College prior to her return.

Any student wishing to apply for a leave of absence should:

1. secure and complete a Leave of Absence Policy from the Office of the Provost.
2. make an appointment with her advisor to discuss her plans and secure the advisor's signature.
3. take the completed and signed form to the Office of the Provost, where it will be approved or denied.
4. pay the specified \$200 nonrefundable continuation fee if the leave is approved.

This process should be completed by the end of the pre-registration period 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 that semester will be considered after classes 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 121	4
	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 and Culture	3	French 121	4
	4-5	French 121 and 122	7
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
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

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 Language	59	French 121 and 122	7
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 Language	63	Spanish 121 and 122	7
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)	4-7	French 122 and 221	6
Language B: Spanish (HL)	4-7	Spanish 122 and 221	6
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 English and Mathematics

The College requires students to follow the placement procedures described below. A student's placement in a subject will determine the courses she or he will be eligible to register for in that subject. Required additional coursework may be prescribed.

English

Test scores will be used to place students without credit for College Writing I. Students with an SAT reading score lower than 500 or the equivalent score on the ACT English and writing tests will be placed in ENG 110, which should be taken during the student's first semester on campus.

Mathematics

All students are required to take the mathematics placement test unless they have prior credit for all Mathematics courses the need for graduation. Students placing in Mathematics 001 are required to satisfactorily complete that course before registering for any other Mathematics course or for any course with a Mathematics course as a prerequisite.

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."
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 Course Load on page 26.

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 on a course previously graded as "Incomplete," "Failed," or "Withdrawn" at Columbia College, credit will be allowed only upon examination at Columbia College, regardless of the grade attained in the transient course.

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. 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)	46	36
Minor	20	12

Teacher Certification Program	Minimum No. of Required S.H. in Specialization Program	Minimum No. of Required S.H. in Professional Education
Dance Education	45	24
Early Childhood Education		70 (combined)
Elementary Education		63 (combined)
English	36	39
Mathematics	37 – 40	33
Middle-Level Education	59 – 63	17
Special Education		71 (combined)
Speech Language Pathology	53	12

Other Course Restrictions

Dance

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

Physical Education and Health Promotion

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

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.

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 29 - 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.
- Credit is not awarded for laboratory science courses more than 10 years old and non-laboratory science courses more than 5 years old.
- 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 8 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 42 and **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.

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.	No grade points given; hours do not

		Hours do not count in the GPA.	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.

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.

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, credit will be allowed only upon 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.

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.

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 page 47.** Students enrolled in the Second Bachelor's Degree program should refer to the special requirements outlined on page 37.

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

During the college years, students cannot learn all they need to know, but they can learn how to learn. Columbia College wants students to know how to ask questions, how to find answers, how to evaluate those answers, and how to make intellectual, ethical, and responsible decisions and judgments; to learn to employ humanistic, artistic, and scientific modes of inquiry; and to make connections across the disciplines within the liberal arts as well as to make connections with the knowledge and skills they develop in focused areas of study designed to prepare them for graduate schools and/or vocations.

How will this happen? At the heart of the liberal arts curriculum are two interdisciplinary core courses; the Sophomore Seminar in “Diversity, Gender, and Social Justice” and the Junior Seminar in “Women, Leadership and Social Change”. The remainder of the core curriculum focuses on written and spoken communication, mathematics, languages, health and wellness, humanities, natural sciences, social sciences and philosophy, and fine arts.

During the second year, students continue to explore the liberal arts curriculum. They are encouraged to take one of six general education courses offered each semester that are taught in a Learning Community. This experience connects learning across disciplines around the common theme of social justice.

The Social Justice Learning Community is an example of Columbia College’s long-standing commitment to living out the social principles of the United Methodist Church. Its purpose is to develop students’ awareness, responsibility, and commitment to social justice as stated in our mission. This Learning Community brings together faculty and students across a variety of disciplines in order to examine issues of injustice based on race, economic class, ethnicity, gender, religion, ability, age, and sexual orientation.

Students enrolled in Learning Community courses are required to attend several seminars and participate in related experiences throughout the semester, as stated in the common Social Justice Learning Community syllabus.

General Education Requirements

College-Level Competencies

College-Level Writing I	One course (3sh)
College-Level Writing II	One course (3sh)
Modern Language	Competency equivalent to Spanish 122 or French 122 (0 or 3 sh)
Oral Communication	One course (3 sh)
Quantitative Reasoning	One course or exemption by exam (3 sh)

Learning Domains

Aesthetic Literacy	One course (3 sh)
Historical Literacy	One course (3 sh)
Human Institutions and Behavior	One course (3 sh)
Literary Knowledge	One course (3 sh)
Philosophical Inquiry	One course in Philosophical Inquiry <u>OR</u>
<u>OR</u> Religious Studies	one course in Religious Studies (3 sh)
Scientific Literacy	One course with a laboratory component (4 sh)
Social, Cultural, and Global Understanding	One course (3 sh)

Values and Perspectives

Gender and Social Justice Liberal Arts 201. Students transferring a least 56 s.h. may take Liberal Arts 201 or 3 s.h.

	designated as Gender and Social Justice
Ethical Responsibilities	Liberal Arts 301 satisfies both Ethical Responsibilities and Leadership
Leadership	OR 3 hours of courses that satisfies both of these two requirements, which may also satisfy any other General Education requirement
Multiculturalism	3 hours

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.
2. **WRITING INTENSIVE COURSES:** Students must take two courses identified as Writing Intensive beyond those required in the College-Level Competencies. No more than one of these two courses may be counted towards the requirements of a major.
3. **COMMUNICATION INTENSIVE COURSES:** Students must take two courses identified as Communication Intensive beyond those required in the College-Level Competencies. No more than one of these two courses may be counted towards the requirements of a major.
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.

NOTES:

1. The specific courses that will satisfy each General Education requirement are still being determined. The current list of approved courses is posted on the Forms and Documents page under the Student tab in Koala Connection. The posted list will be updated monthly as additional courses are approved.
2. General Education courses may not be used to satisfy a requirement for a major program.
3. College-Level Competency courses may not be used to satisfy a requirement for a minor.
4. No student can use a single course to satisfy any two different General Education requirements.
5. 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

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 pp. 43-46 for program requirements]

Contractual Studies

Division of Arts and Communication Studies [see pp. 47-52 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 pp. 53-58 for program requirements]

Behavioral Science (B.A. degree)
Child and Family Studies (B.A. degree)
History (B.A. degree)
Political Science (B.A. degree)
Psychology (B.A. degree)
Psychology (B.S. degree)
Public Affairs (B.A. degree)
Religious, Ethical, and Cultural Studies (B.A. degree)
Social Work (B.A. degree)

Division of Business, Mathematics, and Sciences [see pp. 58-63 for program requirements]

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

Division of Education [see pp. 63-67 for program requirements]

Early Childhood Education (B.A. degree, certifying to teach)
Elementary Education (B.A. degree, certifying to teach)
Middle Level Education (B.A. degree, certifying to teach)
Special Education (B.A. degree, certifying to teach) [Evening*]
Speech Language Pathology (B.A. degree, certifying to teach)
Speech Language Pathology (B.A. degree, not certifying to teach)

Division of Languages and Literature [see pp. 67-72 for program requirements]

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

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 pp. 43-46 for program requirements]

Gender and Women's Studies
Leadership

Division of Arts and Communication Studies [see pp. 47-52 for program requirements]

Art
Art History
Communication
Dance
Music

Division of Behavioral Studies and Human Inquiry [see pp. 53-58 for program requirements]

African American Studies
American Studies
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 pp. 58-63 for program requirements]

Chemistry
Computer and Information Science [Evening*]
Management
Mathematics

Division of Education [see pp. 63-67 for program requirements]

Speech-Language Pathology

Division of Languages and Literature [see pp. 67-72 for program requirements]

Creative Writing
English, Literary Studies
English, Writing for Print and Digital Media
French
International Studies
Spanish
Writing

[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

The Center for Contractual Studies provides an individualized curriculum for a select number of highly motivated, focused students with unique, clear and practical learning goals. The Center offers such a student the opportunity to work closely with an academic advisor and the Center's Advisory Committee to develop an individualized curriculum enabling the student to reach her educational goals. Upon developing those competencies set forth in her curriculum contract, the student will be recommended to the faculty and Board of Trustees for graduation from Columbia College with a bachelor's degree in her specially crafted major in Contractual Studies.

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

Co-Director: Heather Hahn, Ph.D.

Co-Director: Corrine Mann, 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 numbered. Required courses are Gender Studies 300 and 399LS and 12 hours chosen from Art 364, Communication 360, English 340, English 355, English 282, French 451, History 215, History 340, History 435, History/Political Science 405, Liberal Arts 201, Liberal Arts 301, Philosophy 200, Political Science 201, Political Science 350, Psychology 210, Psychology/Sociology/Social Work 235, Religion 255, Spanish 451, or courses approved by the Director of the Gender and Women's Studies Program.

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]
 Mary Gilkerson, M.F.A. [Art]
 Randolph Love, D.M.A. [Music]
 Stephen Nevitt, M.A. [Art]
 Ute Wachsmann-Linnan, Ph.D. [Art History]
 Alan Weinberg, D.M.A. [Music]

Associate Professor:

Jason Munsell, Ph.D. [Communication Studies]

Assistant Professor:

Diana Amos, M.M. [Music]
 Kathryn Anthony, M.A. [Communication Studies]
 VaNatta Ford, Ph.D. [Communication Studies]
 Marcy Yonkey-Clayton, M.F.A. [Dance]

Senior Lecturer:

Kyle Love, M.A. [Communication Studies]

Lecturer:

Wrenn Cook, M.Ed. [Dance]

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: Jason Munsell, Ph.D.

The B.A. in Communication Studies provides students with a solid foundation in the discipline of Communication Studies with an emphasis on the practical, critical, and theoretical aspects of human communication needed to prepare students for engagement in an increasingly complex and global world.

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

36 semester hours in addition to Communication 100. Required courses are Communication 200, 210, 220, 240, 250, 320LS, 499; and 15 semester hours selected from Communication 110, 270K, 280, 230, 300, 310, 330, 335, 340, 350, 360, 365, 380, Theater 107 and English 205. No more than three semester hours of internships may count toward the major. You may select 15 semester hours from the above elective courses, but you can focus your studies by following suggested advising emphases in light of your career and scholarship interests.

Suggested Advising Emphases

Students are not required to select a designated emphasis and all emphases require Communication 200, 210, 220, 240, 250, 320LS, and 499. The suggested areas are:

Corporate and Organizational Communication

This advising emphasis provides students with the knowledge and skills particularly appropriate for careers in the corporate environment and human resource development.

15 Elective Hours from the following:
COMM 230, Health Communication
COMM 270K, Internship
COMM 280, Introduction to Media Production
COMM 330, Rhetoric of Public Advocacy
COMM 340, Intercultural Communication
COMM 350, Organizational Communication
COMM 360, Gender and Communication

Political Communication

This advising emphasis provides students with the knowledge and skills particularly appropriate for careers in government, politics, and civic advocacy.

15 Elective Hours from the following:
COMM 270K, Internship
COMM 280, Introduction to Media Production
COMM 300, African American Rhetoric
COMM 310, Persuasion
COMM 330, Rhetoric of Public Advocacy
COMM 335, Political Communication
COMM 360, Gender and Communication

Culture and Media Communication

This advising emphasis provides students with the knowledge and skills particularly appropriate for an interest in obtaining media literacy; tools for the critical analysis of media and culture.

15 Semester Hours in:
COMM 270K, Internship

COMM 280, Introduction to Media Production
COMM 300, African American Rhetoric
COMM 310, Persuasion
COMM 360, Gender and Communication
COMM 365, Rhetoric of Popular Culture
COMM 380, Advanced Media Production

Majors in Dance and Dance Education

Program Coordinator: Wrenn Cook, M.Ed.

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. Classes are offered on multiple levels based on technical proficiency in Contemporary dance with classes specifically for majors meeting daily. 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. Students are strongly encouraged to select one of three Dance certificate Programs aimed at deepening the BA in Dance Studies degree. The Certificate Programs include: 1-Dance Performance and Choreography, 2-Dance Studio/Private Sector Ownership, 3-Dance Research and Writing.

Certificate Program Descriptions:

Dance Performance and Choreography: Prepares the student to become a practicing dance artist as a performer and choreographer by emphasizing course study in increased dance technique and dance composition.

Dance Studio/Private Sector Ownership: Prepares the student for a profession in the business of teaching dance in the private sector by emphasizing course study in dance technique, pedagogy, and business.

Dance Research and Writing: Prepares the student for a path leading to graduate study in the arts by emphasizing course study in dance aesthetics, dance science and dance as a phenomenon.

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 Contemporary technique, demonstrating proficiency in Dance 441 or higher for at least two semesters and in one other form determined through a Program jury process.

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, 351, 475, 481LS; 4 semester hours from Dance 189, 289, 389, 489; 16 semester hours in Contemporary Dance technique and improvisation from Dance 141, 241, 341, 441, 451; 5 semester hours in Dance Traditions from Dance 117, 217. Public Health 261 must be taken as a restricted elective.

Certificate Program Requirements:

In addition to adhering to the BA in Dance Studies Requirements, students who choose a Certificate program must meet these additional course requirements:

Dance Performance and Choreography: Certificate requirements (16 hours) are Dance 207, 340, 351, 370M, 420, Theatre 107; 3 semester hours from Dance 143, 243, 343, 443, 453; 3 semester hours beyond major requirement from dance 189, 289, 389, 489. In addition, candidates for the certificate must meet technical proficiency standards in Contemporary technique, demonstrating proficiency in Dance 451 for at least two semesters.

Dance Studio/Private Sector Ownership: Certificate requirements (14 hours) are Dance 207, 233, 351, 370M, 390K, 420. In addition, candidates for the certificate must meet technical proficiency standards in Contemporary technique, demonstrating proficiency in Dance 451 for at least two semesters.

Dance Research and Writing: Certificate requirements (11 hours) are Dance 207, 340, 351, 370, 420.

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 (45 hours) are Dance 107, 206, 220, 233, 234, 307, 308, 320, 351; 1 semester hour from Dance 189, 289, 389, 489; 14 semester hours in Contemporary Dance from Dance 141,241,341,441,451; 5 semester hours in Dance Traditions from Dance 117, 217. The following courses must be taken as restricted electives for certification (24 hours): Education 230, 262 (1 s.h.), 318, 362 (1 s.h.), 485LS, and Special Education 332. Public Health 261 must be taken as a restricted elective.

Major in Music

Program Coordinator: Randolph Love, 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)

45 semester hours in music, including 8 s.h. in applied instruction and 8 s.h. in an approved ensemble, Music 101, 102, 103, 104, 201, 202, 203, 204, 304, 305, 308, 365, 366, and 1 s.h. chosen from 313, 370LS, 399LS, or 413. All students must pass a piano proficiency test or MUA 046 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 studio seminars is required for music majors.

Suggested Advising Tracks

The following are suggested tracks that students may elect to pursue. However, students are not required to select a designated track.

Students interested in arts management should take BUS 301, 302, 303, 340 and MUS 390K.

Students interested in music production should take MUS 260, 360, 205, 206 399LS, COMM 280 and 380.

Students interested in performance should take MUS 305, 308, 401, 313 and 413.

Students interested in graduate preparation in music education should take MUS 305, 308, 401 and EDU 203.

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 360, Art 361, Art 364, 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. 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, 384; three hours chosen from Art 400, 408, 430, 471, 484; six additional upper level studio hours chosen from Art 300, 306, 308, 330, 370E, 370G, 370P, 370S, 371, 384, 385, 400, 408, 430, 471, 484, 495; three hours chosen from Art 360, 362, 363, 364, 366, 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, 366, 368, and 370M (no more than six semester hours in 370M toward Art History Minor) and Art 399LS (Only when co-enrolled with Art 360, 361, 364, 366, 370M)

Minor in Communication Studies

Program Coordinator: Jason Munsell, 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. Required courses are Communication 210, 220, and 240, and 6 semesters hours from 200, 230, 250, 270K, 280, 300, 310, 320LS, 330, 335, 340, 350, 360, 365, 380, Theater 107 and English 205. No more than three semester hours of internships may count toward the major.

Minor in Dance

Program Coordinator: Wrenn Cook, M.Ed.

Requirements for a Minor in Dance

18 hours in Dance. Required courses are Dance 105 or 107 (3 s.h.); 206 (2 s.h.); 220 or 320 (3 s.h.); and 10 semester hours chosen from Dance 117, 141, 142, 143, 189, 207, 217, 233, 241, 242, 243, 289, 308, 340, 341, 342, 343, 389, 420, 441, 442, 443, 451, 452, 453, 489

Minor in Music

Program Coordinator: Randolph Love, 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 Study and Human Inquiry

Division Head: Robin Rosenthal, Ph.D.

Division Faculty

Professor:

Elaine Ferraro, Ph.D. [Sociology]
Joyce Fields, Ph.D. [Child and Family Studies]
Catherine (Lisa) Howard, Ph.D. [Religion]
Tandy McConnell, Ph.D. [History]
Diane Thompson, Ph.D. [Social Work]
Michael Wiederman, Ph.D. [Psychology]

Associate Professor:

Heather Hahn, Ph.D. [Philosophy]
Sharon Jones, Ph.D. [Political Science]
Robin Rosenthal, Ph.D. [Psychology]
Hyman Rubin, III, Ph.D. [History]
Edward Sharkey, Ph.D. [Political Science]
Karen Thompson, Ph.D. [Psychology]

Assistant Professor:

Senior Lecturer:

David Alewine, Ph.D. [Organizational Change and Leadership]
Debra Stayner, M.A. [Behavioral Science]

Lecturer:

Pamela Bond, M.Ed. [Behavioral Studies]
Julie Hawkins, MSW [Social Work]

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): Psychology 301, 342, Sociology 221, 316, 320, and either 470A or 470 D.

In addition, Child and Family Studies majors without the Child Life concentration must take: Psychology 302, Sociology 270E, 318, and 448. Nine hours are to be chosen from the following: Business 302, 325, Education 329, 346, Philosophy 154, 205, Political Science 219, 355, 420, Psychology 360, 396, 430, 459, Psychology/Social Work 312, 314, Religion 341, Sociology 208, 255, 268, 430 or Special Education 332.

In addition, majors with a concentration in Child Life must take Sociology 230, 370A, and 430. Nine hours are to be chosen from the following: Education 230, Special Education 320, 332, Psychology 210, 360, 430, or Psychology/Social Work 312.

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, 207, 208, 493; 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 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; Math 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.

Major in Religious, Ethical, and Cultural Studies

Program Coordinator: Sister Catherine (Lisa) Unterseher, OSB, Ph.D.

Religion and ethics play a major role in shaping not only religious and ethical systems but also culture and society as well. Religious, ethical, philosophical and cultural values further inform and shape social justice issues and policies. This interdisciplinary major draws on the disciplines of religion, ethics, philosophy, and the social sciences to provide students with opportunity to reflect on crucial questions of what it means to be human and also how to create a humane, just, and peaceful world.

This major will be of interest not only to those students desiring to enter traditional areas of ministry and/or preparing for graduate studies but also students who desire to prepare for careers in international affairs, Foreign Service, law, and medicine.

Requirements for a Major in Religious, Ethical, and Cultural Studies (B.A. degree):

33 semester hours in addition to the General Education requirements in either Religious Literacy or Philosophical Inquiry. Required courses are 12 hours of Religion courses: Religion 127, Religion 128 or 228, and six hours selected from Religion 205, 231, 232, 236, 237, 255, 315, 322, 340, 341, 344, and 440; 12 hours of Philosophy courses: Philosophy 153, 154, 210, and three hours selected from Philosophy 300, 310, 323, 330, 350, and 353; 6 hours of cultural studies courses selected from Anthropology 131, 240, 310, Gender Studies 300, History 210, 230, Political Science 201, 211, 250, 350, 405, Psychology 210, Sociology 151, 268, 477, and at most one of Sociology 163 or 255; and 3 hours selected from Religion/Philosophy 495.

Major in Social Work

Program Coordinator: Diane 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, (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 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/Sociology/Social work 201, and Religion 302, and six hours of Ethics in Context selected from Biology 240, 381; Business 302, 303; Communication 340; Education 318; History 210; Leadership 201; Political Science 325, 350; Psychology 210; and Religion 237. Proposals to count other courses for Ethics in Context will be considered and approved by the Coordinator of the Minor in Ethics Program.

Minor in History

Program Coordinator: Hyman Rubin III, Ph.D.

Requirements for a Minor in History

15 semester hours in history beyond the General Education requirements.

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 beyond the General Education requirements. Required courses are six hours in the history of philosophy selected from Philosophy 221, 222, and 223; three hours selected from Philosophy courses numbered 300 or higher; and six additional hours of Philosophy courses. Political Science 240, Political Philosophy and the Pursuit of Justice, may be counted as part of the six additional hours. Philosophy 205 is recommended.

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 Sociology 221 and Sociology 270E, and 4 courses chosen from the following; History/Political Science 405, Psychology 459, Psychology/Social Work 312, Psychology/Social Work 314, Sociology 208, Sociology 316, Sociology 318, Sociology 320, and Sociology 430.

Minor in Social Work

Program Coordinator: Diane Thompson, 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: Kirt Moody, Ph.D.

Division Faculty

Professor:

- Julia Baker, Ph.D. [Chemistry]
- Mona El Shazly, Ph.D. [Business]
- Richard Krejci, Ph.D. [Physical Education and Health Promotion]
- Nieves McNulty, Ph.D. [Mathematics]
- Howard Sanders, Ph.D. [Accounting]
- Madeleine Schep, Ph.D. [Mathematics]

Associate Professor:

- Mary Hutto, M.B.A. [Business]
- Yuan Li, Ph.D. [Business]
- Kirt Moody, Ph.D. [Biology]
- Roger Schmidt, Ph.D. [Biology]
- Everett Spell, Ph.D. [Chemistry]

Assistant Professor:

- Virginia Johnson, Ph.D. [Mathematics]
- Marlee Marsh, Ph.D. [Biology]
- Adrienne Oxley, Ph.D. [Chemistry]

Senior Lecturer:

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

Lecturer:

- Kit Chun (Alice) Lou, M.S. [Mathematics]
- Vida Mingo, Ph.D. [Biology]
- Jestine Odom Smith, M.Ed. [Mathematics]
- Susan Rolfe, M.A. [Business]

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 Chemistry, Computer and Information Science, Management, and Mathematics.

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 two areas of concentration: Accounting and Business Administration.

Note: The Accounting concentration is offered by the Evening College. Women's College students may select this concentration. Upper-level accounting courses will be offered through the Evening College. Students concentrating in Accounting must officially co-enroll for all Evening College courses taken. Co-enrollment restrictions and waiting periods will be automatically waived.

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 goals of the Physical Education and Health Promotion 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.

Lifetime wellness courses are offered to fulfill the General Education requirement (two or three semester hours) and may also be taken as elective courses. Courses are categorized into three of the following areas: **Lifetime Activities/Sports** (Physical Education Activities), **Health Education** (Public Health), and **Special Offerings** (Public Health). The specific courses that are required for General Education include Physical Education and Health Promotion 102 Wellness and Lifetime Fitness (2 s.h.) or Physical Education and Health Promotion 100 Women's Health Seminar (3 s.h.). A limit of 8 semester hours in PEA Lifetime Activities/Sports courses may count toward graduation requirements. PEA courses will receive one hour credit and will meet two class periods per week. These courses are designed to help students develop specific motor skills and general cognitive abilities.

Major Programs

Major in Biochemistry

Program Coordinator: Kirt Moody, Ph.D.

Requirements for a Major in Biochemistry (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 number 300 or above. Chemistry 210, 301, or 401 must be taken during the senior year. The Quantitative Literacy 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 and either Mathematics 140 or Mathematics 260 must be taken as specified electives.

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. Writing 305 must be taken to satisfy the Writing Intensive 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, 301, 371, 401, and 470I and the courses (24 hours) in one of the concentration areas of Accounting and Business Administration.

Accounting concentration courses are [Evening*]: Business 363, 364, 367, 368, 465 and 466. Students also choose 6 hours from Business 300, 302, 303, and 360

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

Business Administration concentration courses are: Business 302, 303, 310, 444, and 455. Students also choose 9 hours from Business 300, 325, 340, 380, 405, and 471.

Major in Chemistry

Program Coordinator: Julia Baker, Ph.D.

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 (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 Mathematics

Program Coordinator: Nieves McNulty, 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 39 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 260, 265, 305, one of 240 or 340 or 343, 380, 405, 460, either 498 or one of 470 or 470A, and Computer and Information Science 211. The additional 6 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 37 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 218, 260, 265, 301, 305, 325, one of 240 or 340 or 343, 380, 405, and Computer and Information Science 211. The additional 3 hours may be chosen from any mathematics course numbered 200 or higher.

The following 33 hours in professional education courses must also be taken: Education 150, 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 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 42 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 260, 265, 305, one of 240 or 340 or 343, 380, 405, 460, either 498 or one of 470 or 470A, and Computer and Information Science 211. The additional 9 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 40 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 165, 218, 260, 265, 301, 305, 325, one of 240 or 340 or 343, 380, 405, 460, and Computer and Information Science 211. The additional 6 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 33 hours in professional education courses must also be taken: Education 150, 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 420M, 485LS, and Special Education 332.

Minor Programs

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 Math 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 Math 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

Math 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 Math 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 301, 302, 303, 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 and higher.

Minor in Mathematics

Program Coordinator: Nieves McNulty, Ph.D.

Requirements for a Minor in Mathematics:

18 semester hours in mathematics courses numbered 150 and higher.

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. [Early Childhood Education]
Mary Stepling, Ph.D. [Speech Language Pathology]

Associate Professor:

Sandra Ayers, Ph.D. [Early Childhood Education]
Chris Burkett, Ed.D. [Divergent Learning]
Tracy West, Ph.D. [Special Education]

Assistant Professor:

Kimberlee Crass, Ph.D. [Speech Language Pathology]
Carol Hoyle, Ph.D. [Special Education]
Marla Sanders, Ph.D. [Elementary Education]

Senior Lecturer:

Charles Lee, Ed.D. [Divergent Learning]
Ron White, Ed.D. [Higher Education Administration]

Lecturer:

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

Directors:

Kathy Coskrey, Director of Field Experience for Education
Falicia Harvey, Ph.D., Director of Teacher 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*).

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.

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

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):

Mathematics 117 must be taken to satisfy the general education quantitative reasoning requirement. Sociology 221 must be taken to satisfy the general education human institutions and behavior requirement. Additional requirements include three hours of History 207, 208, or 345. The selected course may also be used to satisfy an appropriate general education requirement. Major courses (70 hours) are Education 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, 431, 452 (2 s.h.), 459, 485LS, 486LS, and Special Education 332.

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 three hours of History 207, 208, 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 courses (63 hours) are Education 150, 160 (2 s.h.), 210, 260 (1 s.h.), 318, 328, 329, 345, 354, 357, 360 (2 s.h.), 361, 372, 373, 431, 452 (2 s.h.), 485LS, 486LS and Mathematics 119 and Special Education 332.

Major in Middle Level Education

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

Major courses (29 hours) are Education 150, 160, 211, 318, 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 Math 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*]:

The following courses in general education must be completed: Mathematics 117 to satisfy the quantitative reasoning requirement; Sociology 221 to satisfy the human institutions and behavior requirement; and History 103 to satisfy the historical literacy requirement and an additional 3s.h. in US History, History 207 or 208. Major courses (71 hours) are Education 150, 160 (2 s.h.), 210, 212 (1 s.h.), 260 (1 s.h.), 318, 322, 328, 329, 345, 354, 361, 372, 373, 431, 452 (2 s.h.), 485LS (12 s.h.), 486LS (2 s.h.), and Special Education 332, 335, 361 (3 s.h.), 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: Mary Stepling, Ph.D.

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

Psychology 102 must be taken to satisfy the Human Institutions and Behavior general education requirement and Mathematics 140 must be taken to satisfy the quantitative reasoning requirement for General Education. Additional requirements include four hours of Biology and four hours of Chemistry, Physics or Physical Sciences. Major courses (53 hours) are Speech Language Pathology 257, 258, 259, 310, 318, 325, 360, 376, 380, 384, 387, 460, 477, 482, 484, 485LS and 486LS. The following 12 hours in professional education must also be taken: Education 203, 253, 318, and Special Education 332.

SPECIAL NOTE: The SC State Department of Education will no longer certify bachelor level SLP graduates as of May 2015. In order to meet that deadline, an SLP candidate must have been admitted to the CC teacher education program by May of 2013.

Requirements for a Major in Speech Language Pathology (B.A. degree, not certifying to teach):

Psychology 102 must be taken to satisfy the Human Institutions and Behavior general education requirement and Mathematics 140 must be taken to satisfy the general education quantitative reasoning requirement. Additional requirements include four hours of Biology and four hours of Chemistry, Physics or Physical Sciences. Major courses (45 hours) are Speech Language Pathology 257, 258, 259, 261LS, 310, 318, 325, 360, 376, 380, 384, 387, 460, 477, 482, 484, and 486LS. The following 9 hours in electives must also be taken: Education 203, Special Education 332 and three additional hours in Psychology, Sociology or Special Education.

Minor Programs

Minor in Speech-Language Pathology

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, 380, and 387.

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]

Assistant Professor:

Allan Nail, Ph.D. [English]
Paloma Fernandez Sanchez, Ph.D. [Spanish]
Victoria Sanchez-Samblas, Ph.D. [Spanish]
Rocio Zalba, Ph.D. [Spanish]

Senior Lecturer:

Claudia Smith Brinson, M.A. [English]

Lecturer:

Helen Rapoport, J.D. [English]

Visiting Assistant Professor:

Amy Smith Reeves, Ph.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 Literary Studies, Writing for Print and Digital Media, French, and Spanish.

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, 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 study abroad opportunities in Angers, France; Salamanca, Spain; and Cuernavaca, Mexico. Students may study abroad for a semester or a summer session. 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 Brinson, M.A. [Writing for Print and Digital Media]
Melissa Heidari, Ph.D. [Literary Studies]
Sandra Archer Young, 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 take one of the following three-semester-hour courses: History 345, Political Science 101, or a threehour U.S. history class. This course may, if possible, also satisfy a general education requirement.

Students must also take the following 39 semester hours in professional education: English 200, Education 150, 211, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 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 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: Archetypes in Spanish and Spanish-American Literature
- 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 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 210: Advanced Composition
 - WRIT 235: Public Relations Writing
 - 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 365: Substantive Text 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 English, Writing for Print and Digital Media (B.A. degree):

43 semester hours beyond the general education requirements for college writing 1 and 2 and literary knowledge. These 43 hours must include English 205, 275, and 495; Writing 200, 330, 355, 365; one hour of Writing 245 or 246; 3 hours of Writing 370 and/or 470; 3 hours in literature, English language, or film courses selected from English 200, 210, 220, 230, 240, 250, 310, 325, 340, 355, 365, 372, 375, and 381; 15 additional hours selected from Writing 235, 305, 325, 346, 347, 348, 350, 405, 415, 425; Art 151, 271, 285, 371; Business 310, 325; Communication 310, 330, 340; and Computer and Information Science 230. No more than 6 hours outside of Writing may count towards these 15 hours.

Suggested Focus Areas:

The following are suggested focus areas or phases that students in the Writing for Print and Digital Media major may elect to pursue. However, students are not required to select a designated focus area.

1. **Writing.** Students wanting to focus on writing are advised to choose their 15 additional hours from among the following courses: Writing 305, 325, 346, 347, 348, 405, Business 325 and Computer and Information Science 230.
2. **Public Relations Writing.** Students wanting to focus on public relations writing are advised to choose their 15 additional hours from among the following courses: Writing 235, 305, 415; Art 151, 271, 285, 371; Business 310, 325; Communication 310, 330, 340; and Computer and Information Science 230.
3. **Narrative and Video.** Students wanting to focus on narrative and video are advised to choose their 15 additional hours from among the following courses: Writing 325, 346, 347, 348, 350, 405, 425; Communication 310, 330, and 340.
4. **Design and Video.** Students wanting to focus on design and video are advised to choose their 15 additional hours from among the following courses: Writing 346, 347, 348, 350, 425; Art 151, 271 285, 371; and Computer and Information Science 230.
5. **Text and Design in Web Publishing.** Students wanting to focus on Text and Design in Web Publishing are advised to choose their 15 additional hours from among the following courses: Writing 305, 325, 346, 347, 348, 405; Art 151, 271, 285, 371; Business 310, 325; and Computer and Information Science 230.

Major in Spanish

Program Coordinator: Rocio Zalba, 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 316, 351, 375, 420, 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 or higher except 305. 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

Minors in English

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

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.

Requirements for a Minor in English, Literary Studies:

15 semester hours of English courses numbered 200 or above.

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

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

Requirements for a Minor in Writing:

15 semester hours of writing courses numbered 200 or above.

Minor in French

Program Coordinator: Corinne 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.

Minor in International Studies

Requirements for a Minor in International Studies:

18 semester hours in addition to General Education and including Political Science 225, Political Science 303, Spanish/French 485, and Geography 164; six semester hours chosen from the following (two disciplines must be represented): Political Science 260, 325, 335, 345; History 384, 441, 459, 464, 471, 472; Business 401; Spanish 351; French 351; English 200, 440; Religion 127, 350; Art 261, 262, 263; Music 206; Dance 115, 116, 215, 216, 315, 316, 415, 416; Leadership 200, 300.

Minor in Spanish

Program Coordinator: Rocio Zalba, 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.

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 140. **The Anthropology of Tourism.** Incorporating anthropological and geographical approaches, this course aims to expand the geographic and cultural literacy of students by investigating a variety of roles and perspectives concerning travel and tourism as factors in global and cross-cultural interactions. Students will analyze larger issues of social justice and ethics concerning tourism, travel, and movement as they examine the spatial and human characteristics of various global locations. (Previously offered as Geography 190A.) 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 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. 1-4 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. 1-4 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 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 painting, sculpture, and architecture from the Paleolithic era to the Renaissance. 3 s.h.

ART 262. **History of Art: Renaissance to 20th Century.** Historical survey of painting, sculpture, and architecture from the beginning of the Renaissance to the 20th century. 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. 1-4 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. 1-4 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 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 360. Art History Through Travel. (Previously offered as Art 390C and 390J.) Either domestic or international student tours that offer an intensive experience of major cultural centers in the US or worldwide. Each tour requires 6-7 preparatory sessions to provide a general art historical survey and a more specialized local overview. The tours focus on observations in the fine arts and architecture as well as on observations of diverse and common elements in various cultures and among people. Students have the option of taking this course and the travel as their Leadership Semester by co-enrolling in Art 399LS and guiding part of the travel including explanation and analysis of art work on site and a written reflective analysis after the travel. 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. This course may be repeated for credit multiple times as long as the tour sites are different. Additional fees are charged for costs beyond tuition. A total of 3 semester hours must be taken to satisfy the general education requirements in the fine arts. 1-3 s.h.

ART 361. Issues in Contemporary Art. This course guides students in the study of critical issues in modern and post modern art and relevant methodologies and theories: formalism, aesthetics and beauty, identity (race, ethnicity, gender, sexual orientation), Marxism (cultural studies), semiotics (structuralism and deconstruction), Freudian and Jungian psychoanalysis, feminist art, public art, social commentary, etc. Elements of contemporary professional art practice are included, as well as the writings of artists' statements, biographies, and resumé. (Previously offered as Art 390D.) 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 366. History of Art: African American Artists. (Open only to sophomores, juniors and seniors. Satisfactory completion of the College Writing I requirement.) Historical survey of visual art works including selected feature films by African American artists from the 17th century to the present. The class examines the topic with the help of original art work, as well as scholarly literature, selected historical fiction, and documentary films. The analysis and interpretation of the art works address historical, political, and social factors of race and justice in America. 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 368. History of Art: German Expressionism. (Open only to sophomores, juniors and seniors.) Survey of the German Expressionist movement (early 20th century), including painting, graphics, sculpture, film and literature. Discussions and student research should result in the profound understanding of the interconnectedness between the liberal arts disciplines, especially visual arts, architecture, literature, film, music, and history, as well as in clear insights into the political and sociological situation in Europe before WWI and between WWI and WWII. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 s.h.

ART 370P. Photography Internship. (Prerequisites: Art 285, 384, 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 photography experience with a local studio, agency, or company. 1-4 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. 1-4 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 384. Intermediate Black and White Photography. (Prerequisite: Art 285. Student must have access to a 35 mm SLR manual camera.) A continuation of the skills developed in Art 285 with an emphasis on further technical development in the area of black and white photography, an increased level of sophistication in composition and technique, and a more focused approach to content. 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 385. Intermediate Digital Photography. (Prerequisite: Art 285. Student must have access to a camera with manual control of exposure and focus.) An intermediate level course emphasizing digital 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 digital 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. 1-4 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. 1-4 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. 1-4 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 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 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. 1-4 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. 1-4 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 230. **Human Anatomy.** (Prerequisite: BIO 110) A tour of human biological form and function, including integumentary, skeletomuscular, neuroendocrine, cardiovascular, respiratory, digestive, excretory, and reproductive systems. Laboratory activities will include detailed dissection of a cat or other representative mammal. 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. 1-4 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. 1-4 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 330. **Human Physiology.** (Prerequisite: BIO 230) This course will provide an overview of the basic cell processes of integration and coordination. The mechanisms of homeostasis and control will be considered, specifically as they relate to: the nervous system, sensory physiology, autonomic and somatic motor control, cardiovascular physiology, blood flow/blood pressure, mechanics of breathing, gas exchange/transport, kidneys, endocrine, immune, and reproductive physiology. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 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. 1-4 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. 1-4 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 261. **Principles of Accounting I.** (Prerequisite: 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. 1-4 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. 1-4 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 302. **Principles of Management.** 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 303. **Principles of Marketing.** 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 310. **e-Business.** (Prerequisite: Business 303.) 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 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. (Prerequisite: Business 303.) 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 333LS. Strategies for Effective Organizational Leadership. (Prerequisites: Business 302.) Examines characteristics of effective leaders in organizations. Issues included are: communication, motivation, group dynamics, conflict resolution, and gender differences in leadership styles. 3 s.h.

BUS 340. Organizational Behavior. (Prerequisites: Business 302.) 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 341. Developing Interpersonal Skills. (Prerequisites: Business 302.) This is an applied course that focuses on developing selected interpersonal skills of the manager, leader, entrepreneur, and others in organizational settings in communicating with employees on a one-to-one basis. The course covers such topics as positive reinforcement, coaching, active listening, delegation, goal setting, problem solving, and discipline of employees. Focus is on helping the students gain a beginning competency in their ability to demonstrate these skills. 3 s.h.

BUS 350. Computer Applications of Business. (Prerequisite: Mathematics 104.) 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 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. 1-4 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. 1-4 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 400LS. Global Leadership Competencies. This course outlines the global leadership qualities necessary to guide teams, build trust, manage projects, and communicate effectively in the business environment. Special attention is given to the business leadership impact of global networks, global thinking and global strategic planning. 3 s.h.

BUS 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.

BUS 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.

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. 1-4 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 474. **Senior Seminar in Management.** (Prerequisites: Business 302.) Through the use of case studies and critical incidents, this course examines the policy implications of managerial decision-making related to contemporary issues in the workplace such as sexual harassment, abusive discharges, comparable worth, implementing change, drug testing, and AIDS. 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. 1-4 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: 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 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. 1-4 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. 1-4 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: Chemistry 122.) (Three hours lecture and one three-hour laboratory weekly.) Theoretical and descriptive organic chemistry. A study of organic nomenclature, the chemistry of aliphatic and aromatic compounds including reaction mechanisms, spectral techniques and identification procedures. 4 s.h.

CHEM 262. **Organic Chemistry II.** (Prerequisite: Chemistry 122.) (Three hours lecture and one three-hour laboratory weekly.) Theoretical and descriptive organic chemistry. A study of organic nomenclature, the chemistry of aliphatic and aromatic compounds including reaction mechanisms, spectral techniques and identification procedures. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 423. **Inorganic Chemistry.** (Three hours lecture and one three-hour laboratory weekly.) Topics such as atomic structure, complex compounds, bonding in inorganic compounds, and a systematic study of the periodic table are covered. 4 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 glucogenesis, 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. 1-4 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. 1-4 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.

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 110. **Voice and Diction.** Fundamentals of voice and speech improvement through exercises in voice production, articulation, and pronunciation. (Previously offered as Speech 101.) 1 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. 1-4 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. (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. 1-4 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: Communication 100.) 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 220. **Advanced Public Speaking.** (Prerequisite: Communication 100) 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 230. **Health Communication.** (Prerequisites: Communication 100.) 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 240. **Small Group Communication.** (Prerequisite: Communication 100.) 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 250. **Business and Professional Communication.** (Prerequisite: Communication 100.) 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 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. 1-4 s.h.

COMM 270K. **Internship in Communication.** (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 280. **Introduction to Media Production.** An introduction to digital video filming and editing for media production. Students will be introduced to the equipment and techniques for shooting and editing digital video, including audio, stills, storyboarding, narrative, production, storage and distribution of digital media. (Students may not receive credit for both COMM 280 and WRIT 250.) 3 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. 1-4 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.** (Prerequisites: Communication 100.) 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.** (Prerequisites: Communication 100.) 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.** (Prerequisites: Communication 100.) 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.** (Prerequisites: Communication 100.) 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.** (Prerequisites: Communication 100.) 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 340. **Intercultural Communication.** (Prerequisites: Communication 100.) 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 Speech 340.) 3 s.h.

COMM 350. **Organizational Communication.** (Prerequisites: Communication 100.) 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 360. **Gender and Communication.** (Prerequisites: Communication 100.) 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 **Rhetoric of Popular Culture.** (Prerequisites: Communication 100.) 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 discourses. Topics include the rhetoric of film, television, music, and the internet. Students will learn about rhetorical and critical theory, the rhetorical elements of popular culture, as well as modes of applying rhetorical and critical theory in the analysis of contemporary discourses in the pursuit of engaged citizenry. 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. 1-4 s.h.

COMM 380. **Advanced Media Production.** (Prerequisite: Communication 280.) An advanced level of digital video capture and editing techniques with an emphasis on the process of planning and implementing a creative vision. 3 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. 1-4 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. 1-4 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. 1-4 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 100. **Introduction to Computers and Information Technology.** Basics of computer systems. Emphasis is placed on specific software package such as electronic spreadsheet, database management, and desktop publishing software. (Previously offered as Comp 140.) 3 s.h.

CIS 109. **Computer Science for the Liberal Arts.** (Prerequisite: Math 001, or Mathematics placement above 001.) 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: Math 001 or placement in Math 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 Math 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. 1-4 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. 1-4 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 and Computer and Information Science 111.) 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 and Computer and Information Science 111.) 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. 1-4 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. 1-4 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 Math 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 330. **Multimedia Systems.** (Prerequisite: Computer and Information Science 221.) An introduction to multimedia systems for information delivery. Topics include: networked multimedia, www, virtual reality, imaging, hypertext, hypermedia, data encoding and compression. 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. 1-4 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. 1-4 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. 1-4 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 399LS. **Leadership Semester in Computer and Information Science.** (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.

CIS 410. **Programming Languages.** (Prerequisite: Computer and Information Science 212 and Math 150.) This course presents the principles behind the design and implementation of programming languages. Examples are taken from several high-level programming languages illustrating different programming paradigms. 3 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 450. **Artificial Intelligence.** (Prerequisite: Computer and Information Science 212 or Consent of the Program Coordinator.) An overview of the history of the development of artificial intelligence together with an in-depth study of current topics in artificial intelligence, including expert systems and robotics and the programming skills used in this field. (Previously offered as Comp 440.) 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 course is a beginning-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., jazz/tap, hip hop, West African, Argentine tango, American musical theatre, contact improvisation) are presented in historical and cultural contexts. This course may be taken multiple times for credit. 1 s.h.

DAN 141. **Contemporary Dance Technique I.** The focus of this course is on the introductory study of dance technique for students beginning the study of Contemporary dance. May be taken multiple times for credit. 2 s.h.

DAN 142. **Beginning Ballet Dance Technique.** Progressive study in Ballet Technique with no previous training to novice-level ability in ballet. It is recommended that beginning level students enroll only in Fall semester, since Spring semester is a continuation. This course may be taken multiple times for credit. 1-2 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. 1-4 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. 1-4 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.** (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). Intermediate-level investigation of global and transcultural dance/movement practices. Variable topics (e.g., jazz/tap, hip hop, West African, Argentine tango, American musical theatre, contact improvisation) are presented in historical and cultural contexts. May be taken multiple times for credit. 1 s.h.

DAN 220. **Topics in Contemporary Dance History.** 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 Technique II.** (Prerequisite: Dance 103 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. May be taken multiple times for credit. 2 s.h.

DAN 242. **Beginning/Intermediate Ballet Dance Technique.** (Prerequisite: Dance 102 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study in Ballet technique for students at the novice level of ability in ballet. It is recommended that beginning/intermediate level students enroll only in Fall semester, since Spring semester is a continuation. This course may be taken multiple times for credit. 1-2 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. 1-4 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. 1-4 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 320. **Dance in Sociopolitical Contexts.** 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 210, 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 III.** (Prerequisite: Dance 203 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. May be taken multiple times for credit. 2 s.h.

DAN 342. **Intermediate Ballet Dance Technique.** (Prerequisite: Dance 202 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study in Ballet Technique for students at the intermediate level of ability in ballet. It is recommended that intermediate level students enroll only in Fall semester, since Spring semester is a continuation. May be taken multiple times for credit. 1-2 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. 1-4 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. 1-4 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 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 430. **Advanced Dance Composition II.** (Prerequisite: Dance 420.) Continuing development of the student's choreographic skills. In this course, candidates for the BFA degree will develop drafts of works that will be refined and presented in the BFA Senior Concert. 2 s.h.

DAN 441. **Contemporary Dance IV.** (Prerequisite: Dance 303 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. May be taken multiple times for credit. 2 s.h.

DAN 442. **Intermediate/Advanced Ballet Dance Technique.** (Prerequisite: Dance 302 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study in Ballet Technique for students at the intermediate/advanced level of ability in ballet. It is recommended that intermediate/advanced level students enroll only in Fall semester, since Spring semester is a continuation. May be taken multiple times for credit. 1-2 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 V.** (Prerequisite: Dance 401 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 452. **Advanced Ballet Dance Technique.** (Prerequisite: Dance 402 and Consent of Instructor or Placement Audition.) The focus of this course is in the progressive study in Ballet Technique for students at the advanced level of ability in ballet. It is recommended that advanced level students enroll only in Fall semester, since Spring semester is a continuation. May be taken multiple times for credit. 1-2 s.h.

DAN 423. **Contemporary Repertory.** (Prerequisite: Consent of Instructor.) Contemporary Repertory class is for students to experience as dancers a variety of compositional and technical challenges with *The Power Company*. This course may be taken multiple times for credit. 1 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. 1-4 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 480LS. **BFA Senior Concert.** (Prerequisite: Senior Status, Dance 475.) This capstone experience is for the senior seeking a B.F.A. in Dance Performance and Choreography. The student will demonstrate artistic proficiency by refining and presenting a fully-developed choreographic work of at least ten minutes in length. In addition, the student will demonstrate technical proficiency by performing in the BFA concert. The student also will apply leadership knowledge and skills by assuming the responsibility for the production of professional-quality dance concert. At the conclusion of the BFA Senior Concert, the student will develop a paper reflecting upon her artistic process and the final product resulting from her process, as well as the challenges faced in producing the concert and solutions she discovered.. 2 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 110. **Instructional Technology.** Teacher candidates will extend their knowledge of instructional technology operations and concepts. The impact and application of technology on learning, professional productivity, and practice will be the focus of the course. Teacher candidates will construct effective learning experiences supported by technology for use in diverse classrooms. All activities will be compiled into an electronic portfolio. (Previously offered as Education 410.) 1 s.h.

EDU 143. **Computer Studies in Elementary Education.** (Prerequisite: Education 110.) Elementary teacher candidates will investigate electronic resources available for integration and enhancement of curriculum at the elementary level. Teacher candidates will design units of study that include methods and strategies for applying technology to maximize the learning of diverse student populations in the elementary classroom. Four hours of elementary classroom observation will accompany this course. All activities will be compiled into an electronic portfolio. 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 teach 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. 1-4 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. 1-4 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.** 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 215. **Oral Grammar Enrichment.** (Consent of the Instructor required.) This course, primarily designed for students expecting to certify to teach will assist students in improving use of Standard American English. The course develops competence and autonomy in appropriate usage in oral (and written) forms. The student will differentiate among dialects, casual speech, and Standard American English. Code switching and appropriate academic/professional language use will be practiced. (Not open to students who have received credit for Education 191C.) 1 s.h.

EDU 220. **Teaching the Interdisciplinary Curriculum.** This course will give the future teacher the theory and practice to take an integrative approach to the curriculum in her teaching. Lesson and unit planning to include thematic district and school designs will be the focus of the course. Planning across the curriculum and with a mixed-discipline team of teachers reflects the real world of teaching in local schools. Goals and objectives, instructional procedures, and sequencing of lessons will develop needed skills in future teachers. Adapting individual teaching styles to all students' learning styles will be an important component in instructional design and teaching strategies. The South Carolina teacher evaluation system, ADEPT, will be addressed. 3 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 253. **Educational Psychology.** (Prerequisite: Pass Praxis I) A study of the psychological theories and investigations related to learning processes and to the total development of the individual. Application to school situations and problems is made. 3 s.h.

EDU 259. **Introduction to the Planning of Instruction.** This course is designed to introduce effective planning of instruction. Emphasis will be given to South Carolina Department of Education guidelines and professional organization standards. Strategies introduced in this course will be applied in all field experiences and methods courses. Resulting products may be included in the professional education portfolio. 1 s.h.

EDU 260. **Shadowing in Schools (Field Experience I).** (Prerequisite: Pass Praxis I; Prerequisite or Co-requisite 259.) 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 263. **Field Experience, Music Education I.** (Prerequisite: Pass Praxis I) Teacher candidates enrolled in this course will observe the practical applications of teaching methods, review instructional procedures and materials, and assist the teacher in planning for students in a variety of elementary public school settings. (Previously offered as Education 270M.) 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. 1-4 s.h.

EDU 270G. **Learning and Teaching Mathematics.** (Prerequisite: Successful interview with public school representatives and permission of the instructor.) (Co-requisite: Enrollment in Mathematics 117, Mathematics 119, or consent of the Program.) This course will provide the student an opportunity to apply content and methods of teaching in mathematics in elementary and middle schools. Students must provide their own transportation and must provide tutoring during the traditional school day. Columbia College faculty and public school professionals will provide supervision and guidance. (Pass/Fail only.) 1-3 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. 1-4 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 304. **Special Topics in Human Growth and Development.** (Offered upon request.) A study of selected topics in human growth and development with emphasis on their applications to educational systems and methodology. (Also listed as Psychology 304.) 3 s.h.

EDU 318. **Moral and Political Foundations of Teaching.** (Prerequisite: Pass Praxis I. Satisfactory completion of the College Writing I requirement.) 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 special needs. 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 325. **Development and Learning in the Early Years.** (Prerequisite: Pass Praxis I) The development of the whole child from birth through age eight, with emphasis placed on physical, social, emotional and cognitive factors with a concentration on language acquisition. The role of the family and society in the child's development will be stressed. Observations of young children in a variety of settings will be required. 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 330. **American Sign Language I: An Introduction.** This introductory course is open to all beginning students of ASL, the language developed and used by the Deaf Community, the third largest cultural community in America. Emphasis is on visual receptive and expressive skills using gesture, facial expression and ASL grammatical constructions and linguistics. Participants develop their skills through videotapes, Internet sites, classroom participation, and readings. Emphasizes conversational vocabulary, finger spelling, grammatical principles and cultural aspects of the Deaf Community. 3 s.h.

EDU 331. **American Sign Language II: Intermediate Level.** (Prerequisite Ed 330 or Consent of Instructor.) This course will build on previously acquired skills in American Sign Language. Designed to assist the student to master intermediate conversation skills in ASL. Focus will be on more advanced vocabulary and patterns of grammar, use of signing space and modulation of signs to denote aspects of time and location and additional information of Deaf culture and community. 3 s.h.

EDU 341. **School Art.** Provides the art education major with theoretical and practical experiences within the general framework of art education in order to develop competencies pertaining to a comprehensive, discipline-based art education curriculum. (Also listed as Art 341.) (Previously listed as EDU 441) 3 s.h.

EDU 345. **Arts Integration.** (Prerequisite: Pass Praxis I.) 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. (Additional school contact hours will be required.) 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. (Additional school contact hours will be required.) 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. (Additional school contact hours will be required.) 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. (Additional school contact hours will be required.) 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 363. **Field Experience, Music Education II.** (Prerequisite: Pass Praxis I and Education 263.) Teacher candidates enrolled in this course will plan, implement, and evaluate appropriate instructional procedures for students in a variety of public middle school settings. (Previously offered as Education 370M.) 1 s.h

EDU 364. **Apprenticeship for Teaching, Dance Education III.** (Prerequisites: Pass Praxis I, Education 262, and Education 362.) This field experience is based on the teacher candidate's assisting with curriculum building, instruction, and assessment in a discipline-based dance education model at the high school level. Placement is only with Richland Districts I, II; Lexington Districts I, II, V; and Fort Jackson Schools. 1 s.h.

EDU 368. **Understanding Diverse Learners.** Diversity manifests itself in a variety of forms in today's educational settings. This course is designed to develop an understanding of and appreciation for cultural, racial, ethnic, and religious diversity, as well as differences in class, gender, learning styles, ability, etc. Examination of societal expectations and stereotypes, and self-examination of personal prejudices and biases will help prepare future teacher candidates to deal effectively with diverse populations of learners. 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. 1-4 s.h.

EDU 370D. **Internship in Diagnostic-Prescriptive Teaching.** Individual work with faculty supervision in working with children who have been identified as deficient in basic skills or reading and mathematics. Diagnostic-prescriptive teaching procedures and techniques will be utilized. 1 s.h.

EDU 371. **Early and Emergent Literacy.** (Prerequisite: Pass Praxis I) This course will focus on research and practice that provides young children (ages 0-6) with the academic and social tools needed to achieve success in reading and writing. Students will explore developmentally appropriate ways to design and deliver activities and experiences that prepare children for reading and writing, support their early attempts and provide appropriate instruction in phonics, reading comprehension and writing. 3 s.h.

EDU 372. **Learning to Read and Write.** (Prerequisite: Pass Praxis I, EDU 371 for Early Childhood Education Majors Only) This course will focus on the scaffolding reading and writing development for young children in grades kindergarten through two/three. Teacher candidates will review the essentials of language development and focus on the transition from oral language to initial reading and writing. Effective strategies and materials for nurturing literacy development for children ages 5-7 will be emphasized. 3 s.h.

EDU 373. **Reading and Writing to Learn.** (Prerequisite: Pass Praxis I, EDU 372) This course will focus on scaffolding reading and writing development of the elementary student grades 2 through 5. Teacher candidates will focus on the transition from the initial reading and writing to reading and writing in the content areas. Effective strategies and materials for nurturing literacy development for children ages 8-12 will be emphasized. 3 s.h.

EDU 377. **Children's Literature.** (Prerequisite: Pass Praxis I) In this course, teacher candidates will learn criteria for critiquing quality children's and adolescent literature. Teacher candidates will construct the curriculum through the interpretation of children's literature and adolescent literature using such techniques as reading aloud, storytelling, drama, puppetry, and others. Teaching activities will be integrated with the three parts of communication: reading, writing, and oral language. (Cannot be taken for 3 s.h. if credit has been earned in Education 390L.) 2-3 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. **Reading and Writing in the Content Areas.** (Prerequisite: Pass Praxis I) This course is designed to examine content, goals, and methods of teaching literacy in the middle grades. Emphasis is placed on the teaching of reading, writing, listening, speaking, media, and research across the curriculum. 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. 1-4 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 411. Effective Instructional Assessment Strategies. This course is designed to give teacher candidates experiences with assessment 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 from 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. 2-3 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: A-Art; N-Natural Sciences; E-English; M-Mathematics; 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 433. Teaching Mathematics in Middle and Secondary Schools. (Prerequisite: Education 360.) A site-based study of the theory and practice of mathematics pedagogy including techniques to develop effective reading of mathematics habits in students, the planning, implementation, and evaluation of instruction, the selection and use of materials and technologies to enhance student learning and strategies to help teachers respond appropriately to changes in education. 4 s.h.

EDU 435. Methods of Teaching Music in the Elementary School. (Co-requisite: Education 263.) Preparation for future elementary music teachers – Students will study the moral and political foundations of teaching, curriculum development, and the teaching of reading. In addition, they will study the progressive musical development of elementary students and pedagogical techniques appropriate for teaching them music, including the methods of Kodaly, Orff, Dalcroze, Suzuki, and Gordon. They will learn how to utilize technology in their teaching and gain knowledge of the various types and

characteristics of exceptional students and how to teach them music. Students will also become proficient players of standard elementary music literature, including multicultural music, for use in their teaching. Students will acquire knowledge of the state and national music standards, as well as the state adopted music text series and teacher performance evaluation system (ADEPT). Students will gain knowledge of research and its impact on standards and pedagogy, along with the administrative and professional duties of an elementary music teacher. They will develop a personal philosophy of elementary music assessment, classroom management, and music education, as well as write and teach music lessons for K-5 elementary grade levels. (Also listed as Music 435.) 3 s.h.

EDU 436. Methods of Teaching Music Content Areas in the Middle School and High School. (Co-requisite: Education 363 or 464.) Preparation for future middle and high school music teachers – Students will study the moral and political foundations of teaching, curriculum development, and the teaching of reading. In addition, they will study the progressive musical development of secondary students and pedagogical techniques specific to their area of specialization (choral or instrumental). Students will also learn how to utilize technology in secondary music teaching and gain knowledge of a variety of method books, materials, and literature (to include multicultural, jazz, and chamber music), specific to their area of specialization. Students will acquire knowledge of the state and national music standards, as well as the state adopted music text series and teacher performance evaluation system (ADEPT). They will gain knowledge of research and its impact on standards and pedagogy, along with the administrative and professional duties of a secondary music teacher. Students will develop a personal philosophy of secondary music assessment, classroom management, and music education. (Also listed as Music 436.) 3 s.h.

EDU 445. Differentiated Reading Procedures. The focus of the course will be on understanding individual readers' needs. The significance of establishing environments that are conducive to reading will be studied. Best practices in infusing reading into the content through the use of differentiated strategies that are grounded in research will be studied and applied. Teacher candidates will work with K-12 students for 10 hours during the semester. 2 s.h.

EDU 446. Teaching in the Middle School. A course designed to introduce the student to the basic concepts embodied in the middle school environment. Consideration is given to team teaching, individualization of instruction, flexible scheduling, independent study, laboratory experiences and programmed instruction. 3 s.h.

EDU 450. Teaching Strategies in the Middle and Secondary Schools. (Not open to students with credit in Education 415 and 488.) Future educators preparing to teach in the middle or high schools will learn general methods in an introductory module. A second module will provide specific methods used in their content areas. Additionally, students will acquire instructional tools to help them work with students who have difficulty learning through the textbook/lecture approach. ADEPT Performance Dimensions 1, 2, and 4-9 will be addressed in this course. 4 s.h.

EDU 452. Diagnosing and Addressing Literacy Problems. (Prerequisite: Pass Praxis I, EDU 371 and EDU 372, or EDU 372 and EDU 373) This will focus on reading, writing, and language development for learners experiencing difficulty with literacy. Teacher candidates will investigate assessments, strategies, and programs appropriate for children with literacy problems including learners from diverse backgrounds and children with exceptional learning needs. 2 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 463. Remedial Reading. (Prerequisite: Education 351/488. Consent of Instructor.) This course emphasizes common causes of reading disabilities, methods and procedures of diagnosis, study of materials, techniques, and treatment for disabled readers at both the elementary and secondary school levels. Lectures and laboratory participation are included. 3 s.h.

EDU 464. Field Experience, Music Education III. (Prerequisites: Education 263 and Education 363.) Teacher candidates enrolled in this course will plan, implement, and evaluate appropriate instructional procedures for students in a variety of public high school settings. 1 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. 1-4 s.h.

EDU 470R. **Internship in Reading.** (Prerequisites: Education 351/488 and Education 463 or Consent of Instructor.) Tutoring of children in reading after diagnosis, both individually and in small groups in the public school setting. 3 s.h.

EDU 471. **Early Care and Education Internship.** A supervised experience working in a child care agency. (Mandatory Pass/Fail.) 6 s.h.

EDU 475. **Mentoring Teacher Leaders: Theory and Practice.** (Prerequisite: Consent of Instructor.) This course is designed to give certifying majors the opportunity to develop an understanding of leadership as demonstrated in educational settings. Teacher candidates will investigate the concepts of courage, commitment, confidence, and competence, as associated with the ability to lead, while enrolled in the course. Teacher candidate will work with identified leaders in public school systems as part of the course requirements; off campus time is required. 3 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 484. **Foreign Language Directed Teaching Seminar.** (Co-requisite: Education 485.) The course provides teacher candidates certifying to teach French or Spanish opportunities that will assist in the transition from teacher candidate to professional educator. Teacher candidates will share lesson plans they have designed and implemented that are based on professional standards of teaching and learning foreign language and education in general that meet the needs of a culturally diverse student population. Students will reflect on current theory and practices based on observation and experience in their directed teaching classrooms. This may 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 share information about their total school program and their professional development activities. This course provides teacher candidates opportunities for collaboration and reflection simultaneous to directed teaching. (Not open to students with credit for Spanish 491F.) 1 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, Lexington I, II and V, and Fort Jackson Schools. 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 487. **Professional Music Education Directed Teaching Seminar.** (Co-requisite: Education 485LS.) This course provides music education majors opportunities which will assist in the transition from teacher candidate to professional educator. Based on professional standards related to music 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 professional, 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. 1 s.h.

EDU 488. **Reading in the Middle and Secondary School.** A study of practices, materials, and diagnostic tools useful in developing more effective reading habits and techniques in students of middle and secondary schools. Special emphasis is placed on the teaching of reading skills in the various content fields. 3 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. 1-4 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 019. **Writing Lab.** A directed individual study designed to assist those students who desire a more solid foundation in basic writing skills. For elective credit only, this course cannot be used in the fulfillment of an English major or for General Education requirements. Mandatory Pass/Fail. 1 s.h.

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. 1-4 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. 1-4 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. **Analytical Reading in the English Major.** (Prerequisite: College Writing 1) This course applies analytical reading strategies to the various forms of text encountered in the English major, including essays, novels, short stories, poems, and plays. 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. 1 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.** (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, literacy, and artistic expression. 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. 1-4 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 and Methods of Research.** (Prerequisite: College Writing 2) An introduction to methods of literary criticism and literary research. (Not open to students with credit for English 380). (Previously offered as English 385.) 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. 1-4 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. 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. 1-4 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. 1-4 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 399LS. **Leadership Semester in English.** (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 a publication; tutoring; creating a service project; planning and presenting a scholarly presentation at a conference; or gaining work experience. 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.

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. 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. 1-4 s.h.

ENG 478. **Young Adult Literature**. (Prerequisite: College Writing 2) This course focuses on literature for adolescent readers. 3 s.h.

ENG 485. **History of Critical Theory**. (Prerequisite: English 285.) This course focuses on primary texts by major voices in critical theory throughout history. 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. 1-4 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**. (Prerequisite: Satisfactory completion of the Oral Communication 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 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 Program Coordinator. Satisfactory completion of the Oral Communication 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. 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. 1-4 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. 1-4 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 the Program Coordinator.) 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. 3 s.h.

FRE 222. **Intermediate French II** (Prerequisite: French 221, placement test or Consent of the Program Coordinator.) 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. 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. 1-4 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. 1-4 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 221 or advanced placement.) 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 221 or advanced placement) Intensive work in advanced grammar and composition including language analysis. 3 s.h.

FRE 341. **Conversation I.** (Prerequisite: French 221 or advanced placement) 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.** (Prerequisite: French 221 or advanced placement) 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.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) 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. 1-4 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. 1-4 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.** (Prerequisite: French 221 or advanced placement) 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 221 or advanced placement) 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 221 or advanced placement) 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 221 or advanced placement) A study of selected works by French 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. 1-4 s.h.

FRE 481. **Translation.** (Prerequisite: French 221 or advanced placement) 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 221 or advanced placement) 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. 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. 1-4 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. 1-4 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. 1-4 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 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. 1-4 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. 1-4 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. (Prerequisite: Liberal Arts 301.) An interdisciplinary study of gender and the intersection of gender with other substantive categories of analysis and identity, including race, sexuality, class, disability,

and nationality. Through an examination of the social creation and cultural representation of femininity and masculinity, 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. 1-4 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. 1-4 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. 2 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 335. **Urbanization.** A study of the factors that have led to urbanization and an analysis of the modern urban area and its influence on modern man. (Also listed as Sociology 335.) 3 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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.

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 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. 1-4 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. 1-4 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 215. **The American Woman.** This course is an interdisciplinary look at the American woman, her history, her traits, her education, her work, her changing roles, and her efforts at securing her rights. 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. (Also offered as Religion 232) 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. 1-4 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. 1-4 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.) 1-4 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. 1-4 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 305. **History of Racism and Prejudice.** A study of selected cases of expressions of racism and prejudice and of the impact they had on human civilization. 3 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 340. **American Women Leaders.** This course examines the lives of women who have made significant contributions to American society. Special emphasis is placed on the role of women as agents for social change and on the leadership styles and skills utilized in effecting change. (Not open to students who have taken History 390K.) 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. 1-4 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 384. **Early Modern Europe.** A study of European history and culture from the Reformation to 1789. 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. 1-4 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 410. **Problems in Applied History.** (Prerequisite: Consent of Instructor.) A practical course in policy or program analysis, evaluation, design, and research skills. Student normally studies a policy or program within a public agency, museum, or historic preservation site. 1 s.h.

HIS 419. **American History Through Fiction and Film.** The development of an understanding of American history through the use of selected historical novels and films. 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 432. **Political Biography.** This course is designed to provide a detailed study of selected historical periods through an examination of the leading personalities of the era. Major, and some minor, social and political figures will be studied as a means of better understanding their era and their contributions. 3 s.h.

HIS 435. **Women in European History.** An introduction to the history of women in Europe from ancient times to the Renaissance. Special topics include women in early pre-historic societies, the rise of patriarchy, women and religion, marriage and family, the concept of "women's work," and women's education. 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 449. **Native American History and Politics.** A study of the impact of federal Indian policy on selected Native American nations. (Also listed as Political Science 449.) 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. (Also listed as Political Science 459.) 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. 1-4 s.h.

HIS 470LS. **Applied History 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.

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. 1-4 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. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 in 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.. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. This course is required of all first-time, full-time students. 3 s.h.

LA 110. **Strategies for Academic and Professional Excellence.** This course is designed for students who bring college credit from other institutions. Students build on previously mastered and develop new 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 additional 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. 1-4 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. 1-4 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 210. **Diversity and Social Justice.** This course is designed for students who bring college credit from other institutions. The course will introduce students to some of the central themes, debates and issues that inform Diversity, Gender, and Social Justice. In particular, this course will explore current issues and controversial debate 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. In addition, students will also learn about available academic resources, professional development opportunities and social organizations offered by the institution. 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. 1-4 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. 1-4 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 310. **Women, Leadership, and Social Justice.** This course is designed for students who bring college credit from other institutions. This course introduces students to the ethical issues underlying leadership and social justice from the perspective of women. The 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. Additionally students will learn about available academic resources, professional development opportunities and social organizations offered by the College. NOTE: Open only to students who bring a minimum of 56 credits from other accredited colleges. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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.

Library

LIB 100. **The Information Maze: Finding Your Way.** This one-hour course will give students the opportunity to develop survival skills for the increasingly complex information age. The librarians will lead students through the various types of information available, ranging from print resources to computerized databases. The student will learn effective ways to find, evaluate, and use information to meet her individual research and information needs. This course will provide skills that will benefit both the student's entire college learning experience and future career choices. (Previously offered as Orientation 190B.) 1 s.h.

LIB 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. 1-4 s.h.

LIB 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. 1-4 s.h.

LIB 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.

LIB 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.

LIB 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. 1-4 s.h.

LIB 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. 1-4 s.h.

LIB 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.

LIB 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.

LIB 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. 1-4 s.h.

LIB 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 s.h.

LIB 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.

LIB 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.

LIB 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. 1-4 s.h.

LIB 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.

LIB 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.

LIB 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 001. **Developmental Mathematics.** A background for college-level mathematics. The focus is on basic algebraic concepts using technology to aid in symbolic manipulations. The course emphasizes problem solving, solving linear equations and inequalities, graphing linear functions, solving systems of equations, and linear programming. 3 s.h. Elective pass/fail credit only.

MATH 102. **College Algebra.** (Prerequisite: Mathematics 001 or Consent of the Program Coordinator.) A study of algebraic concepts and operations, problem-solving, and modeling. Linear, polynomial, exponential, and logarithmic functions are studied using technology. 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.** (Prerequisite: Mathematics 001 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. **Informal Geometry for Teachers.** (Prerequisite: Mathematics 117 or Consent of the Program Coordinator.) A conceptual approach to geometry and measurement intended for education majors. The basic definitions and properties of figures, transformations, and symmetry are explored. Measurement systems are also covered with an emphasis on length, area, and volume. Emphasis is placed on the use of manipulatives to demonstrate concepts. 3 s.h.

MATH 120. **Liberal Arts Mathematics.** (Prerequisite: Mathematics 001 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 140. **Elementary Statistics.** (Prerequisite: Mathematics 001 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, algorithms and proof with an emphasis on problem-solving. Topics include logic, sets, functions and relations, elementary number theory, counting, and elementary graph theory. 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. 1-4 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. 1-4 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 Math 150 and Math 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 240. Probability. (Prerequisite: Mathematics 161.) The theory and applications of probability. An emphasis is placed on using technology for computation and for simulation of experimental data. Descriptive statistics and classical probability are used to introduce the subject. Discrete and continuous probability distributions, including binomial and normal distributions, and their applications are explored. (Students may not receive credit for both Mathematics 240 and 353.) 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. 1-4 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. 1-4 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 301. **Mathematics Seminar.** (Prerequisite: A grade of C or better in Math 305, Linear Algebra) Course content will vary from semester to semester. Mandatory Pass/Fail. May be repeated. 1 s.h.

MATH 305. **Linear Algebra.** (Prerequisite: A grade of C or better in Mathematics 150 and Mathematics 161.) 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 161.) 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 340. **Statistics.** (Prerequisite: Mathematics 240.) A continuation of Mathematics 240 into the theory and application of statistics. The emphasis is on analyzing experimental data using technology. Inferential statistics, hypothesis testing and linear and multiple regression analysis are used to inform conclusions concerning data sets. (Students may not receive credit for both Mathematics 340 and 353.) 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. 1-4 s.h.

MATH 380. **Historical Topics.** (Prerequisites: Grades of C or better in two mathematics courses numbered 161 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. 1-4 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 150 and Mathematics 161.) 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. 1-4 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. 1-4 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.** 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. **Intermediate Piano.** 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 049. **Class Piano.** For keyboard principles. Development in all phases of performance technique, style, musicianship, interpretations, and repertoire. Course of study determined by needs of students. This course may be taken multiple times for credit. 1 s.h.

MUA 101. **Class Voice for Majors and Minors I.** Introduction to the fundamentals of studio voice instruction including the study of proper physical alignment, breathing technique, register usage, vocal range, legato singing and vocal agility, vowel production and modification, attacks and releases, IPA (International Phonetic Alphabet), the development of independent learning and practice skills, development of performance skills, and basic vocal anatomy. 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 104. **Applied Organ.** The study of literature and techniques of Organ. 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 105. **Applied Harpsichord.** The study of literature and techniques of Harpsichord. 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 114. **Applied Oboe.** The study of literature and techniques of oboe. 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 115. **Applied French Horn.** The study of literature and techniques of French Horn. 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 116. **Applied Bassoon.** The study of literature and techniques of Bassoon. 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 117. **Applied Clarinet.** The study of literature and techniques of Clarinet. 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 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 whos 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. 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 singing, 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. 1-4 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. 1-4 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 208. **Music of the Beatles.** (Previously offered as Music 290D) A study of the musical importance of the Beatles to the rock 'n' roll era beginning in the 1960's and continuing to the present as well as the cultural significance of The Beatles to the tempestuous decade of the 1960's, both in America and England. The course covers the musical contributions that set The Beatles apart from many other rock 'n' roll groups of the 1960's including text painting, structures, chord progressions and modulations, and text setting. Additionally, the course will examine how The Beatles' song lyrics and their role as "pop icons" of the 1960's influenced the culture of their own time and beyond. 3 s.h.

MUS 230. **Music for the Dancer.** (Prerequisite: Dance Majors only.) The purpose of this course is to increase the dancer's understanding of music and its relationship to dance. Course will expand the student's knowledge of musical elements, terminology and procedures. The basics of musical notation and the scanning of musical scores for information pertinent to dance performance and choreography will be covered. The student will broaden her acquaintance with contemporary styles of music as well as those from past and other cultures. The student will learn how to communicate her musical needs to studio instrumentalists, conductors, performing ensembles, and collaborating composers. 3 s.h.

MUS 252. **Introduction to Brass Instruments.** Functional course in learning the techniques involved in playing the instruments of the brass family. 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. 1-4 s.h.

MUS 270P. **Internship in Piano Pedagogy.** Students are assigned to Pre-College and College piano studios for observation of instruction. The course may be taken along with 370LS as a Leadership Semester. To fulfill the leadership component of this course, the student will assess instruction techniques and submit written assessment to the student's applied and pedagogy instructors. 2 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. 1-4 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 307. **Counterpoint.** A study of the elements and principles of eighteenth century counterpoint and their degree of application in musical literature. 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 320. **Song Literature I and II.** A study of vocal literature from the Baroque, Classical, Romantic, and Twentieth Century repertoire with emphasis on styles of performance. 2 s.h.

MUS 321. **Song Literature I and II.** A study of vocal literature from the Baroque, Classical, Romantic, and Twentieth Century repertoire with emphasis on styles of performance. 2 s.h.

MUS 343. **Teaching and Learning through Music.** This course will focus on the application of music for interdisciplinary teaching in the elementary and early childhood settings. Teacher candidates will acquire the basic musical knowledge, skills, and resources necessary to use music as a teaching tool. They will employ critical skills of analysis, synthesis, and creative problem solving to write and present lessons that incorporate music into interdisciplinary teaching. (Not open to students who have credit for Music 354). 3 s.h.

MUS 360. **Intermediate Music Production.** (Prerequisite: MUS 260) Use of basic computer-based music production techniques for production of music videos, songwriting and composition, music for dance, and music for advertising and marketing. 3 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. 1-4 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 376. **Piano Literature II.** Survey of major keyboard works. 2 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 401. **Form and Analysis.** (Prerequisite: Music 203 and 204, or Consent of Instructor.) A study of the relation of portions of a musical composition to each other and to the whole within the context of musical literature in its different formal types and styles. 3 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 420. **Voice Pedagogy.** (Prerequisite: at least 8 hours of college level vocal study.) Beginning voice teaching methods. The course may be taken along with 370LS as a Leadership Semester. To fulfill the leadership component of this course, students will demonstrate commitment, competence and confidence through the supervised teaching of one student. 2 s.h.

MUS 421. **Voice Pedagogy.** (Prerequisite: Music 420.) Intermediate voice teaching methods. The course may be taken along with 370LS as a Leadership Semester. To fulfill the leadership component of this course, students will demonstrate commitment, competence and confidence through the supervised teaching of one student. 2 s.h.

MUS 435. **Methods of Teaching Music in the Elementary School.** (Co-requisite: Education 263.) Preparation for future elementary music teachers – Students will study the moral and political foundations of teaching, curriculum development, and the teaching of reading. In addition, they will study the progressive musical development of elementary students and pedagogical techniques appropriate for teaching them music, including the methods of Kodaly, Orff, Dalcroze, Suzuki, and Gordon. They will learn how to utilize technology in their teaching and gain knowledge of the various types and characteristics of exceptional students and how to teach them music. Students will also become proficient players of standard elementary music instruments and gain knowledge of elementary music literature, including multicultural music, for use in their teaching. Students will acquire knowledge of the state and national music standards, as well as the state adopted music text series and teacher performance evaluation system (ADEPT). Students will gain knowledge of research and its impact on standards and pedagogy, along with the administrative and professional duties of an elementary music teacher. They will develop a personal philosophy of elementary music assessment, classroom management, and music education, as well as write and teach music lessons for K-5 elementary grade levels. (Also listed as Education 435.) 3 s.h.

MUS 436. **Methods of Teaching Music Content Areas in the Middle School and High School.** (Co-requisite: Education 363 or 464.) Preparation for future middle and high school music teachers – Students will study the moral and political foundations of teaching, curriculum development, and the teaching of reading. In addition, they will study the progressive musical development of secondary students and pedagogical techniques specific to their area of specialization (choral or instrumental). Students will also learn how to utilize technology in secondary music teaching and gain knowledge of a variety of method books, materials, and literature (to include multicultural, jazz, and chamber music), specific to their area of specialization. Students will acquire knowledge of the state and national music standards, as well as the state adopted music text series and teacher performance evaluation system (ADEPT). They will gain knowledge of research and its impact on standards and pedagogy, along with the administrative and professional duties of a secondary music teacher. Students will develop a personal philosophy of secondary music assessment, classroom management, and music education. (Also listed as Education 436.) 3 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. 1-4 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 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. 1-4 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. 1-4 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 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 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. 1-4 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. 1-4 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 350. Philosophy of Art. An introduction to philosophical issues relating to the visual arts, literature, and performing arts. Sample questions include: What is art, and what is the nature of aesthetic experience? Are there objective criteria by which we can distinguish good and bad art? What effects do the arts have on society and on us as individual human beings? What importance do the arts have in human experience? 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 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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.

PHIL 495 **Program Seminar.** A “capstone” seminar for Religious, Ethical and Cultural majors. Each student presents a major research project. (Also listed as Religion 495) 3 s.h.

Physical Education - Activities

PEA 104. **Golf.** An introduction to the history, rules, equipment, courses, handicapping, and fundamental skills. 1 s.h.

PEA 105. **Weight Training.** Fundamentals of progressive resistance exercise training for muscular strength and endurance. 1 s.h.

PEA 107. **Beginning Tennis.** The class will cover equipment, facilities, history, rules, strategies, and the basic strokes. 1 s.h.

PEA 114. **World Dance.** Participation in multi-cultural folk/community/traditional dances from around the world, including American and nonwestern cultures. 1 s.h.

PEA 120. **Beginning Swimming.** Fundamental swimming skills for safety and recreation. 1 s.h.

PEA 121. **Aerobic Aquatics.** (Prerequisite: Intermediate Swimming Ability.) Individualized physical conditioning through lap swimming and aquatic calisthenics. 1 s.h.

PEA 122. **Aerobic Dance.** Introduction to principles of cardiorespiratory fitness, flexibility, and coordination through continuous physical routines. 1 s.h.

PEA 127. **Water Safety Instructor.** (Prerequisite: 17 years of age, current American Red Cross Emergency Water Safety or Lifeguard Certificate, and Swimmer level ability.) Skills, methods and techniques for teaching the American Red Cross Infant/Preschool Aquatics Program, progressive swimming and water safety courses. 2 s.h.

PEA 129. **Lifeguard Training.** (Prerequisite: Swim 500 yards, retrieve 10 lb. weight from pool bottom, and tread water two minutes using legs only.) Skills and knowledge required for effective lifeguarding at pools. Includes training in First Aid and CPR for the Professional Rescuer. American Red Cross certificates awarded for successful completion of Red Cross requirements. 2 s.h.

PEA 132. **Scuba Diving.** (Prerequisite: Intermediate swimming ability.) Certification program in open water scuba diving, includes five open water dives. (Additional fee required.) 1 s.h.

PEA 134. **Outdoor Pursuits.** Skills and experiences to develop abilities in and appreciation for adventure and outdoor activities. 1 s.h.

PEA 135. **Yoga.** The study of yoga for beginners. (Previously offered as PEA 190AA.) 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.) 1 s.h.

PEA 137. **Karate.** The study of karate for beginners. (Previously offered as PEA 190L.) 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. 1 s.h.

PEA 139. **Introduction to Dance Styles.** A movement survey course in various forms of dance practices (i.e., ballet, modern, jazz, hip hop, conditioning, etc. (Also listed as Dance 139.) 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. 1-4 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. 1-4 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 200. **Administration of Health Promotion and Wellness Activities.** (Prerequisite: Physical Education and Health Promotion 102 and Consent of Instructor.) A practical experience in working in fitness testing, data collection and research, exercise programming, and exercise leadership. (Mandatory pass/fail.) (Previously offered as PEA 191R, PEA 192C, PEA 491B, and PE 291L.) 1 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. 1-4 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. 1-4 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. 1-4 s.h.

PEA 370LS. **Leadership in Health Promotion and Wellness Programming.** (Prerequisite: Leadership 201 and Consent of Instructor.) A practical leadership experience in working with a certified health services specialist and/or a certified exercise physiologist in a community wellness program. The student may choose to work in one or more of the following areas of health: physical fitness, nutrition, weight management, reproductive health, drug education/prevention, or mental/emotional health. (Mandatory pass/fail) 1 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. 1-4 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. 1-4 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. 1-4 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 121. **Introduction to Physics and Chemistry.** (Physical Science 121 is not open to students who have received credit for Chemistry 121 and/or Physics 221.) (Three hours lecture and one three-hour laboratory weekly.) Correlates and integrates the facts and principles of Physics and Chemistry. 4 s.h.

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 127. **Scientific Inquiry.** This non-majors course introduces students to the scientific method of inquiry and to fundamental principles of the natural sciences. An active learning approach will lead to the design and implementation of small group research projects initiated by the students' explorations and questions. (Previously offered as Physical Science 190K.) 4 s.h.

PS 128. **Environmental Assessment.** (Previously offered as Physical Science 190J.) (Three hours lecture and one three-hour laboratory weekly.) General Education course. The course is designed to teach the principles of environmental assessment through a stressed stream analysis of the streams that provide flow into the 22,000 acre Congaree Swamp National Monument and International Biosphere (United Nations designation). Topics will include geology and physiographic provinces of South Carolina, the hydrologic cycle, the work of rivers and groundwater, water pollution, and chemical and biotic indices of pollution. (Not open to students with credit in Biology 290E or Chemistry 290E.) 4 s.h.

PS 130. **Southeastern Coastal Geology.** (Three hours lecture and one three-hour laboratory weekly.) An introductory course in the Pleistocene and Holocene coastal geology of South Carolina and adjacent states. Major topics include: near shore processes, sea-level change, shoreline change/stabilization, storms/hurricanes, and the interrelationships of island and marsh environments on natural versus altered islands. 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 135. **The May Sky.** (Physical Science 135 is not open to students who have received credit for Physical Science 122 or independent study in Astronomy.) A brief introductory course in astronomy. The lecture (1 s.h.) includes a survey of both solar system and stellar astronomy, with an emphasis on recent developments. The laboratory (1 s.h.) includes light and spectra, basic optics, telescopes and resolution, orientation to the May sky in the planetarium, and observation at a dark site. 2 s.h.

PS 136. **The Weather Machine.** (Physical Science 136 is not open to students who have completed Physical Science 122.) A brief introductory course in meteorology. The lecture (1 s.h.) includes earth-sun relationships, weather and climate, composition of the atmosphere, global climate change, and violent weather. The laboratory (1 s.h.) includes the study of heat transfer, effects of acid rain, and measurement of temperature, precipitation, humidity, and wind. (Previously offered as Physical Science 190G, Physical Science 190W, and Physical Science 191T.) 2 s.h.

PS 140. **Physical Geology.** (Three hours lecture and one three-hour laboratory weekly.) The course covers a broad range of topics dealing with the formation and physical structure of the earth and the processes which shape the planet. Topics include minerals and rocks, geomorphology, structural geology, landscape formation, movement and chemistry of groundwater, plate tectonics, and geologic time. (Previously offered as Physical Science 190D, Physical Science 290C.) 4 s.h.

PS 142. **Earthquakes, Tsunamis and Volcanoes.** (Three hours lecture and one three hour laboratory weekly.) General Education course. This course presents the history of plate tectonic theory and emphasizes the geological hazards, prediction and mitigation of earthquakes, tsunamis and volcanoes. (Previously offered as PS 190L.) 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. 1-4 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. 1-4 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 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 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. (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. 1-4 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. 1-4 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.) 1-4 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. 1-4 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. 1-4 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 340. The Legislative Process. (Prerequisite: Political Science 101.) A study of the structure, organization, powers, functions, and problems of legislative bodies. 3 s.h.

- 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 355. **The Judicial Process.** (Prerequisite: Political Science 101 or Consent of Instructor.) A study of the organization, development, and functioning of the American court system. (Previously offered as Political Science 290T.) 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. 1-4 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. 1-4 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 449. **Native American History and Politics.** A study of the impact of federal Indian policy on selected Native American nations. (Also listed as History 449.) 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 459. **Latin America from Independence to the Present.** A study of Latin America from the struggles for independence to the present. (Also listed as History 459.) 3 s.h.
- POSC 468. **Modern Political Theory.** (Prerequisite: Political Science 101.) A study of selected topics in 19th and 20th century political thought. 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. 1-4 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. 1-4 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. 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. 1-4 s.h.

PSY 186. **Mental Health.** A basic course in the psychology of personality devoted to a consideration of healthy or optimal personality. The emphasis is placed upon understanding and developing healthy personality and interpersonal relationships. This course is designed as a service course intended for students who do not necessarily plan to major in psychology. 3 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. 1-4 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 Sociology 201 and 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 Sociology 208.) (Not open to students with credit in Sociology/Psychology 290G.) 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 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. 1-4 s.h.

PSY 270E. Selected Human Services Experiences. (Prerequisite: Consent of Instructor.) A selected experience in a human service agency under the supervision of the Program. (Also listed as Sociology 270E and Social Work 270E.) 1-4 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. 1-4 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 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.

PSY 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.

PSY 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 PSY 390T.) (Also listed as SOWK 312.) 3 s.h.

PSY 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 PSY 390U.) (Also listed as SOWK 314.) 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 Sociology and 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. 1-4 s.h.

PSY 370A. **Internship in Mental Health.** (Prerequisite: Consent of Instructor.) Individual work in a mental health setting under faculty and staff supervision. 3 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. 1-4 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 399LS. **Servant Leadership Project.** (Prerequisite: At least Junior standing and consent of the instructor.) Under the mentorship of a Program faculty member students participate in a group leadership project based on the servant leadership model. Students complete a substantive written evaluation reflecting (1) the relationship of servant leadership to their academic discipline and (2) the skills, knowledge, and values they exhibited as a leader. As a team, students enrolled in the project will develop and implement a plan to address a specific community need. The process of planning, implementing, and evaluating the project will enhance the pillars of leadership identified by the College: **Courage, Commitment, Confidence, and Competence.** (Also listed as Sociology 399LS and Social Work 399LS.) 1-2 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 Math 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. 1-4 s.h.

PSY 473. **Senior Research Project.** (Prerequisite: Psychology 349.) Students will design empirical research related to their professional area of study and engage in scholarly writing using the American Psychological Association (APA) style. (Also listed as Sociology and Social Work 473.) 2 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. 1-4 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.** In this course, students will plan and carry out a significant empirical research project. 3 s.h.

Public Affairs

PA 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. 1-4 s.h.

PA 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. 1-4 s.h.

PA 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.

PA 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.

PA 201. **Research and Writing for Public Affairs.** (Prerequisite: English 101 or the equivalent and Political Science 101). Designed for majors in Public Affairs, students learn to find and analyze data from a variety of sources and to construct reports and policy recommendations and other forms of effective communication in a business, government, and non-profit context. Students will be to construct a professional portfolio. 3 s.h.

PA 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. 1-4 s.h.

PA 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. 1-4 s.h.

PA 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.

PA 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.

PA 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. 1-4 s.h.

PA 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 s.h.

PA 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.

PA 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.

PA 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. 1-4 s.h.

PA 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.

PA 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.

PA 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.

PA 493. **Senior Seminar.** This capstone course in Public Affairs will allow students to design and implement a program of research or professional exploration that best meets their persona, academic, and vocational goals. 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 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. 1-4 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. 1-4 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 202. **Women's Health Seminar.** A course on key health issues that women will face throughout their lifetime. The course has three distinct segments including consumer health, reproductive health, and emotional health. The course will include a study of topics such as consumerism and health care delivery; stress management and emotional well-being; obesity and eating disorders; recognizing sexual abuse and harassment; and preventing the misuse or abuse of substances and prescription drugs. The course will incorporate the use of several different technologies including weekly internet assignments and a collaborative health project. (Previously offered as PUBH 100) 3 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. 1-4 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. 1-4 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 302. Principles of Epidemiology. (Prerequisite: Math 140) A course that introduces the concepts and methods for students intending to engage in, collaborate in, or interpret the results of large population studies. The course 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. In addition to the prerequisite, some familiarity with biomedical concepts may also be needed. 3 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 199. **Servant Leadership.** Using biblical and theological models, this course examines models of leadership as service. Students will reflect on how such models of servant leadership are applicable to their chosen career path. 1 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 231. **Religions in America.** A study of the history, beliefs and practices of selected religious traditions in the United States. (Previously offered as Religion 330.) 3 s.h.

REL 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. (Also offered as History 232) 3 s.h.

REL 236 **Experiencing the Religions of the World through Travel.** An introduction to selected western and eastern religious traditions. Similar in content to Religion 127, this course includes not only traditional class work but also travel to places of religious significance and interest. Tuition does not include travel costs. Student is responsible for travel costs. 3 s.h.

REL 237 **The African American Religious Experience.** An historical introduction to the diverse religious traditions of African Americans. Topics include African religions, slavery and religion, the black church, the struggle for freedom and equality, Islam in the African American community, contemporary developments, and the spiritual journeys of African American women. 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. 1-4 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. 1-4 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 315. **Theology in Film.** Using theatrical pieces, this course will explore important theological themes (e.g., evil, free will, providence, virtue, etc.) in light of philosophical and theological texts. Topics will vary by semester. 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 340. **Eastern Religions.** A study of one or more Eastern religions (Hinduism, Buddhism, Chinese religions, Jainism, and others), with emphasis on reading and analyzing primary texts of the selected tradition(s). (Previously offered as Religion 191S.) 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 344. **Biblical Studies Seminar.** (Prerequisite: Religion 128.) This course explores selected biblical topics from the Hebrew Scriptures (Old Testament) and/or the New Testament. Topics may vary by semester. 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. 1-4 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. 1-4 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 396. **Seminar in Religious Studies.** An examination of selected issues in religious studies. Topic varies by semester. 3 s.h.
- REL 399LS. **Religion Leadership Semester.** (Prerequisite: Junior or Senior status and permission of the instructor.) During the semester a student wishes to designate as a leadership semester, students will design a written, comprehensive proposal that will integrate coursework, service-learning, internship, research, and/or travel-study experience. Under the guidance of a leadership mentor within the Program, the student will complete a written evaluation reflecting on (1) the relationship between religious and ethical values in leadership; and (2) skills and knowledge needed for his/her own leadership. 1-3 s.h.

REL 440. **Terror in the Name of God.** This seminar explores how religion can be employed to promote violence and war in the name of God and how religion can also be used to promote peace and social justice. 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. 1-4 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. 1-4 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.

REL 495 **Program Seminar.** A “capstone” seminar for Religious, Ethical and Cultural majors. Each student presents a major research project. (Also listed as Philosophy 495) 3 s.h.

REL 496. **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. 1-4 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. 1-4 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 and Sociology 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. (Also listed as Sociology 255.) 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. 1-4 s.h.

SOWK 270E. **Selected Human Services Experiences.** (Prerequisite: Consent of Instructor.) A selected experience in a human service agency under the supervision of the Program. (Also listed as Psychology 270E and Sociology 270E.) 1-4 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. 1-4 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 Psychology 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 Psychology 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.** (Prerequisite: Sociology 221.) 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 Sociology 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 and Sociology 349.) 3 s.h.

SOWK 350. **Social Work Practice I.** (Prerequisite or Co-requisite: Psychology/Sociology/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. 1-4 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. 1-4 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 399LS. **Servant Leadership Project.** (Prerequisite: At least Junior standing and Consent of the Instructor.) Under the mentorship of a Program faculty member students participate in a group leadership project based on the servant leadership model. Students complete a substantive written evaluation reflecting (1) the relationship of servant leadership to their academic discipline and (2) the skills, knowledge, and values they exhibited as a leader. As a team, students enrolled in the project will develop and implement a plan to address a specific community need. The process of planning, implementing, and evaluating the project will enhance the pillars of leadership identified by the College: **Courage, Commitment, Confidence, and Competence.** (Also listed as Psychology 399LS and Sociology 399LS.) 1-2 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. 1-4 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. (Also listed as Sociology 470A) 3 s.h.

SOWK 473. **Senior Research Project.** (Prerequisite: Sociology 349.) Students will design empirical research related to their professional area of study and engage in scholarly writing using the American Psychological Association (APA) style. (Also listed as Psychology/Sociology 473.) 2 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. 1-4 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 161. **Marriage.** The sociology of the man-woman relationship, including concerns for dating, courtship, mate selection, and marriage in a cross-cultural context with an emphasis on American society. 3 s.h.

SOC 163. **Social Problems.** A study of specific social problems within a sociological frame of reference. Emphasis is placed upon organizing concepts and analyzing current trends. 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. 1-4 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. 1-4 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 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 and Social Work 201.) 3 s.h.

SOC 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.) (Not open to students with credit in Sociology/Psychology 290G.) 3 s.h.

SOC 220. **Theories and Practices of Child Life. (SL)** This course is designed to bridge the gap between theories of child development and child life with practical use and real world applications. (3 s.h.)

SOC 221. **Family Development.** A sociological analysis of the family as a social institution and its changing interaction patterns. Emphasis on understanding multi-cultural family structures and systems. (Also listed as Social Work 221.) 3 s.h.

SOC 225. **Criminology.** A general survey of the nature, origins, and extent of crime, its treatment and prevention. Penal and correctional institutions are studied, and current trends are analyzed. 3 s.h.

SOC 226. **Juvenile Delinquency.** An examination of theory and research concerning juvenile delinquency with an emphasis on the United States society. 3 s.h.

SOC 230. **The Hospitalized Child.** This course is designed to introduce students to the practice of child life specialists as they operate in medical settings. The course examines the intersection of the medical profession and child development and prepares students for more advanced work in the field. 3 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 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. (Also listed as Social Work 255.) 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. 1-4 s.h.

SOC 270E. **Selected Human Services Experiences.** (Prerequisite: Consent of Instructor.) A selected experience in a human service agency under the supervision of the Program. (Also listed as Psychology 270E and Social Work 270E.) 1-4 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. 1-4 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 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.

SOC 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.

SOC 320. **Intervention with Children and Families.** (Prerequisite: Sociology 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.

SOC 335 **Urbanization.** A study of the factors that have led to urbanization and an analysis of the modern urban area and its influence on modern man. (Also listed as Geography 335.) 3 s.h.

SOC 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 and Social Work 349.) 3 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. 1-4 s.h.

SOC 370A. **Clinical Internship: Introduction to Child Life Specialists.** (Prerequisite: Consent of Instructor.) A supervised clinical introduction to the field of Child Life Specialist and work with families in the medical setting. Mandatory pass/fail. 3 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. 1-4 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 399LS. **Servant Leadership Project.** (Prerequisite: At least Junior standing and consent of the instructor.) Under the mentorship of a Program faculty member students participate in a group leadership project based on the servant leadership model. Students complete a substantive written evaluation reflecting (1) the relationship of servant leadership to their academic discipline and (2) the skills, knowledge, and values they exhibited as a leader. As a team, students enrolled in the project will develop and implement a plan to address a specific community need. The process of planning, implementing, and evaluating the project will enhance the pillars of leadership identified by the College: **Courage, Commitment, Confidence, and Competence.** (Also listed as Psychology 399LS and Social Work 399LS.) 1-2 s.h.

SOC 430. **Death and Dying.** This course examines death and dying from a sociological point of view, incorporating systems theory and human dynamics providing students with the ability to understand and incorporate grief work in professional practice. 3 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. 1-4 s.h.

SOC 470A. **Internship in Child and Family Studies.** (Prerequisite: Consent of Instructor.) A supervised experience working in an agency serving children and families in the student’s area of emphasis. (Also listed as Social Work 470A.) 3 s.h.

SOC 470D. **Child Life Specialist Internship.** (Prerequisite: Consent of Instructor) 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.

SOC 473. **Senior Research Project.** (Prerequisite: Sociology 349.) Students will design empirical research related to their professional area of study and engage in scholarly writing using the American Psychological Association (APA) style. (Also listed as Psychology/Social Work 473.) 2 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 480. **History of Sociology.** (Prerequisite: Sociology 151.) An analysis of social theory in historical and contemporary perspective. 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. 1-4 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.) 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. 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.) 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. 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. 1-4 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. 1-4 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.) 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 202 or Permission 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. 1-4 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. 1-4 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 300. **Guided Practice in Grammar.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) This course provides the opportunity to master certain grammar structures through oral and written practice. Some areas that are particularly challenging include the preterit and imperfect tenses and the subjunctive mood. Students who need to take this course will be advised to do so before taking Spanish 340 Advanced Grammar and Composition. (This course may be taken for credit multiple times up to a maximum of 3 semester hours.) 1 s.h.

SPAN 305. **Hispanic Literature of the United States.** (Prerequisite: English 101, 102 or Consent of Instructor.) 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. This course may not count in the Spanish major, but could be taken for general education or as a degree-specific requirement. 3 s.h.

SPAN 310. **Introduction to Literary Analysis in Spanish.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) 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 202, Advanced Placement or Consent of the Program Coordinator) 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.** (Prerequisite: Must be a Spanish native and/or heritage Spanish speaker; Consent of Program Coordinator.) This course will count toward a Spanish minor or major. Designed to specifically address Heritage Speaker's academic needs, this course will improve the skills that they already possess and expand their abilities in speaking, reading, writing, listening. Oral proficiency but little or no formal training in the language will not be an obstacle in this course. The main focus is written and oral development, but issues are also covered. Through exposure to Hispanic culture and cultural awareness activities, students will develop a critical understanding of the rich and grammatical review, in-class discussions, vocabulary activities, writing assignments, readings, and audiovisual materials. (Previously offered as SPAN 390S.) 3 s.h.

SPAN 340. **Advanced Grammar and Composition.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) The study of advanced grammar and syntax and the development of writing proficiency. 3 s.h.

SPAN 341. **Conversation I.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) This course will continue to develop the communication skills of students coming from Spanish 202 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, Advanced Placement, or Consent of the Program Coordinator.) 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, Advanced Placement, or Consent of the Program Coordinator.) 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, Advanced Placement, or Consent of the Program Coordinator.) 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. 1-4 s.h.

SPAN 375. **The Short Story in Spain and Spanish America.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator. Spanish 310 must be taken as a pre- or co-requisite.) 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. 1-4 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.** This will be a type of immersion in the target culture. Most of our majors study abroad for an entire semester, while a few study abroad for a summer session. There are opportunities also to do an internship, which some students choose in addition to study abroad or because of a particular career interest. 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 the reflections in a journal to be discussed and evaluated with a major Program faculty member. During the senior capstone experience (Spanish 495) this journal will form part of the student's reflection on the major program of study (C4-"competence"). 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”). This will help her verbalize and reflect on: challenges of communication, intercultural competence, negotiating differences, her developing awareness of cultural similarities and differences, her identity as a citizen of the world, and how all of these aspects of the experience contribute to her potential as a leader. 1 s.h.

SPAN 420. **Archetypes in Spanish and Spanish-American Literature.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator. Spanish 310 must be taken as a pre- or co-requisite.) This course examines archetypes in the literatures of Spain and Spanish America and their role in defining Hispanic literatures and cultural identity. Figures such as the hero, the rogue, the lover, and the dreamer may be included. 3 s.h.

SPAN 451. **Hispanic Women Writers.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator. Spanish 310 must be taken as a pre- or co-requisite.) A study of significant, selected women writers from the Hispanic world. 3 s.h.

SPAN 452. **Modern Spanish Prose and Poetry.** (Prerequisite: Spanish 250, Advanced Placement or Consent of the Program Coordinator. Spanish 310 must be taken as a pre- or co-requisite.) A study of selected Spanish authors from the Generation of 98 to the present. 3 s.h.

SPAN 460. **Contemporary Spanish American Authors.** (Prerequisite: Spanish 250, Advanced Placement or Consent of the Program Coordinator. 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: Spanish 250, Advanced Placement or Consent of the Program Coordinator. Spanish 310 must be taken as a pre- or co-requisite.) 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. 1-4 s.h.

SPAN 481. **Introduction to Translation.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) 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 Program Coordinator) 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 Francophone 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. 1-4 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 250, Advanced Placement, or Consent of the Program Coordinator.) This course provides a common senior experience for all Spanish majors. Students will complete their written portfolios with documents demonstrating their achievements in the language as well as reflections on their learning during their time at Columbia College. They will also prepare the culminating activity: an oral presentation of the portfolio to the Program. This class should be taken prior to the semester in which the student is graduating. 1 s.h.

Special Education

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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 329. **Behavior Supports and Learning Disabilities.** (Prerequisite or Co-requisite: Education 329.) An in-depth study of issues related to the behavior of students with disabilities will be completed through a 1 s.h. module. This module will focus on positive behavior supports and behavior change strategies. Teacher candidates seeking a credential in multi-categorical disabilities must take EDU 329 as a co requisite or prerequisite for SPED 329. 1 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 who have exceptional learning needs 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, mental 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 259 and Education 260.) In this field experience, special education teacher candidates will be placed in two classroom settings: one at the middle and one at the secondary level, with one being a resource and one being a self-contained category of placement for students with mild to moderate learning, mental 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 exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. 3 s.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. 1-4 s.h.

SPED 371. Research. An introduction to research methods and techniques. 1 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. 1-4 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, mental 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. 1-4 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. 1-4 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. 1-4 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. 1-4 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 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. 1-4 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. 1-4 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.) 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 325. **Aural (Re)habilitation.** (Prerequisite: Speech Language Pathology 258 and Speech Language Pathology 318 or Consent of Instructor.) This course will address clinical management of children and adults with hearing impairment and other auditory processing deficits. Observations in public schools and other local treatment sites will be required. 2 s.h.

SLP 360. **Field Experience I.** (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 24 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. 1 s.h. (Previously offered as Speech Language Pathology 370C.)

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. 1-4 s.h.

SLP 376. **Clinical Methods in Diagnostic Procedures.** (Prerequisites: Speech Language Pathology 258.) Procedures for gathering case history information, specific formal and informal testing procedures, test construction, and interpretation are discussed. Observations and activities in public schools and other local treatment sites will 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 380 (previously offered as Speech Language Pathology 480) or Consent of Instructor.) Etiology, diagnosis and clinical management of language disorders. Emphasis is placed on populations having developmental or acquired communication disorders. Observations in public schools and other local treatment sites will be required. 3 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. 1-4 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. 1-4 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 480 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 484. **Speech Disorders.** (Prerequisites: Speech Language Pathology 258, Speech Language Pathology 259, and 387 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 stuttering, dysarthria, apraxia, and voice disorders. Observations in public schools and other local treatment sites will be required. (Not open to students who have taken Speech Language Pathology 385 or Speech Language Pathology 488.) 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 486LS. **Professional Development and Therapist Leadership.** This course is offered concurrently with Speech Language Pathology 485 (for certifying majors) or Speech Language Pathology 261 (for non-certifying majors). It provides speech-language pathology majors with opportunities which will assist in the transition from speech language therapist (SLT) candidate to professional clinician. In this course SLT candidates will design and implement assessment and treatment plans to meet the needs of a culturally diverse student/client population. SLT candidates, as collaborative professionals, will be involved in the total school/clinic program participating in professional development and in professional organizational activities. A portfolio focusing on effective assessment and therapy strategies and professional activities will be required. 2 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. 1-4 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. 1-4 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. 1-4 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 205. **Introduction to Technical Theatre.** Basic techniques of lighting and sound for the stage, including an introduction to terminology and equipment. Students will gain practical experience by crewing a production. (Not open to students with credit in Speech 257 or Speech 355.) (Previously offered as Speech 260.) 3 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. 1-4 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 270G. **Props.** (Prerequisite: Consent of Instructor.) Supervised participation in the area of props for a theatre production. No formal classes. (Previously offered as Speech 270G.) 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. 1-4 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 295. **Scene Study I.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 201.) 1-3 s.h.

THEA 296. **Scene Study II.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 202.) 1-3 s.h.

THEA 305. **History of Theatre.** A survey of major periods of theatre from its beginnings to the present day. (Previously offered as Speech 348.) 3 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. 1-4 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. 1-4 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 395. **Scene Study III.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 301.) 1-3 s.h.

THEA 396. **Scene Study IV.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 302.) 1-3 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. 1-4 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. 1-4 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.

THEA 495. **Scene Study V.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 401.) 1-3 s.h.

THEA 496. **Scene Study VI.** (Prerequisite: Theatre 107.) Preparation and performance of scenes and monologues. (Previously offered as Speech 402.) 1-3 s.h.

Writing

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. 1-4 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. 1-4 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 210. **Advanced Composition.** (Prerequisite: College Writing 2) This course is designed to help students produce expository and academic texts that are polished and effective. Emphasis will be placed on fostering a greater cognizance of language and the writing process while enhancing the student’s ability to think logically and develop ideas with substance and clarity. 3 s.h.

WRIT 235. **Public Relations Writing.** (Prerequisite: College Writing 2) Students will learn the purpose, ethics, and practices of public relations, with an emphasis on basic public relations skills. In a project-oriented approach, students will learn how to complete a variety of basic tasks involved in public relations – such as information gathering, analysis of information, strategic planning, and crafting of materials – with an emphasis on basic skills and basic products, such as writing press releases for print, online, and broadcast; designing and writing brochures for print and online; writing speeches; writing fact sheets for print and online; and/or writing and filming short, persuasive digital videos. 3 s.h.

WRIT 245. **Writing for Campus Media I.** (Prerequisite: Writing 200) Students will practice reporting, editing, photography, illustration, design, layout, or video skills by meeting a set number of work hours for the campus publications. 1 s.h.

WRIT 246. **Writing for Campus Media II.** (Prerequisite: English 205, Writing 200.) Students will practice reporting, editing, photography, illustration, design, layout, or video skills by meeting a set number of work hours for the campus publications. 1 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. 1-4 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. 1-4 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 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 365. Substantive Text Editing. (Prerequisite: English 275 and Writing 200.) Substantive text editing is a specialized skill, requiring not only a strong command of standard 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 a basic level of proficiency in these editing skills. 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. 1-4 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 235.) 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. 1-4 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 405. Intermediate Reporting and Writing for Print and Digital Media. (Prerequisite: Writing 200) Students will further develop skills in reporting, writing, and editing, using the following forms: investigative reporting, social issues reporting, in-depth profiles, editorials, reviews, and/or video. (Not open to students with credit for Writing 391E or 491J.) 3 s.h.

WRIT 415. Intermediate Public Relations Writing. (Prerequisite: Writing 200 and Writing 235.) This course will allow students to continue their study and practice of research, planning, editing, writing, and video for public relations. 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. 1-4 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, 235, 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. 1-4 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.

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Maria Audas
Head Basketball Coach
Greyson Deal
Head Athletic Trainer
Lindsey Hughes
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Joshua Kiper
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Tatjana Matthews
Head Junior Varsity Softball Coach
David Pennell
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Head Volley Ball Coach and Sports Information Director
Aleksandra Vedock
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Kristin Hall
Assistant Softball Coach
Nate Worthen
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Manager, C-Square Bookstore

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Tikisha R. McAdams
Administrative Coordinator for Library and Information Technology Services
Cynthia Snell
Emerging Technologies Librarian

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Circulation/Interlibrary Loan Manager
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Research and Instruction Librarian
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Network Manager
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Enterprise Resource System Administrator
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Senior Educational Technology Consultant
John Hein
Database Administrator/Programmer
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Lavennia Roberts
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Office of Finance

Beth Westbury
Associate Vice President – Finance

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Financial Aid Counselor
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Financial Aid Counselor
Amber White
Financial Aid Counselor

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Cashier; Tuition Accounts Assistant
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Claude C. Crumlin
Sergeant
Tammy Gastright
Victim Advocate, Administrative Assistant
Deborah Petrone Hughes
Patrol Officer First Class, Administrative Assistant
Wayne Jamison
Captain
Blake Hill

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Corporal
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Patrol Officer First Class
Nicholas Cordan
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Office of Student Affairs

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Dean of Students
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Director of Student Activities
Jessica Willard
Director of Counseling Services
Sue Gerdes
Administrative Assistant, Student
Activities and Residence Life and Housing

Brenda Greene
Administrative Assistant, Student Affairs
Janelle Kolk
Area Coordinator for Upper-class Housing
Nick Shrader
Director of Residence Life and Housing
Brett Welsh
Director of Multicultural Affairs and
Community Resources
Amanda Williams
Area Coordinator for McNair Hall

Arts Administration Specialists

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Director of Campus Scheduling and Special
Projects, Arts Administration Specialist
Jackie Adams
Goodall Gallery Coordinator, Arts Administration
Specialist

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Director of Teacher Education
Harry Cooper
Evening College Coordinator for Business
Kathy Coskrey
Director of Field Experience for Education

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Chandelle Anderson
Division of Behavioral Studies in Human Inquiry
Tessie Andonaegui
Division of Education
Lynette Belcher
Division of Business, Mathematics, and Sciences
Celeste Carter
Division of Arts and Communication Studies;
Box Office Manager, Cottingham Theatre
Carol Knight
Division of Education
Clarice Lathem
Division of Behavioral Studies in Human Inquiry
Alice Martin
Division of Arts and Communication Studies
Laurie Mozley
Division of Business, Mathematics, and Sciences
Patti Scurry
Division of Languages and Literatures

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.

Elaine K. Ferraro (1972) -- Professor of Sociology. B.A., Columbia College; M.S.W., Virginia Commonwealth University; 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.

Mary B. Gilkerson (1991) -- Professor of Art. B.F.A., M.A., M.F.A., University of South Carolina.

Christine Hait (1992) -- Professor of English. B.A., M.A., Texas A&M University; Ph.D., University of North Carolina, Chapel Hill.

Melissa Heidari (1997) – 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.

Catherine (Lisa) A. Howard (2000) – R. Wright Spears Professor of Religion. B.A., University of Texas at Austin; M.Div., Ph.D., Southern Methodist University.

Richard C. Krejci (1983) -- Professor of Physical Education and Health Promotion. B.S., M.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.

Randolph D. Love (1979) – Fred and Carolyn Parker Chair of Music; Professor of Music. B.M., Ohio State University; M.M., D.M.A., University of Cincinnati, College – Conservatory of Music.

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.

Nieves McNulty (1999) -- Professor of Mathematics. B.S., M.S., University of Philippines; Ph.D., University of South Carolina.

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.

Howard Sanders (1993) -- Professor of Accounting. B. of Bus. Adm., University of Georgia; M.A., Ph.D., University of Florida.

Madeleine Schep (1998) -- Professor of Mathematics and Computer Information Systems. M.S., University of Paris VII; Ph.D., University of Paris Sud.

Mary Stepling (1995) -- Professor of Speech Language Pathology. B.A., M.A., Bloomsburg University; Ph.D., University of South Carolina.

Diane L. Thompson (1986) -- Professor of Social Work. B.A., University of Georgia; M.S.W., 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.

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.

Michael W. Wiederman (1999) -- Professor of Psychology. B.S., The University of Michigan, Flint; M.A., Ph.D., Bowling Green State University.

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

Mary Hutto (1982) -- Associate Professor of Marketing. B.S., M.B.A., 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.

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.

Jason B. Munsell (2003) -- Assistant Professor of Communication. B.A., M.A., University of Arkansas; Ph.D. Louisiana State University.

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.

Roger P. Schmidt (1982) -- Associate Professor of Biology. B.A., M.A., University of Kansas; Ph.D., Kansas State 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.

James Everett Spell, II (1985) -- Associate Professor of Chemistry. B.S., Wofford College; Ph.D., University of South Carolina.

Karen C. Thompson (1999) -- Associate Professor of Psychology. B.S., Bowling Green State University; M.A., Ph.D., University of South Carolina.

Tracy West (2000) -- Associate Professor of Special Education. B.S., M.A., East Carolina University; Ph.D., University of South Carolina.

Assistant Professors

Diana Amos (2012) - Assistant Professor of Music. B.M. Oberlin College; M.M., University of South Carolina

Kathryn Anthony - Assistant Professor of Communication Studies – M.A., University of Kentucky; B.A. Univ. Of Southern Mississippi

Kimberlee Crass (2012) – Assistant Professor of SLP. B.S. University of Wisconsin; M. SLP., Ph.D., University of South Carolina

VaNatta Ford - Assistant Professor of Communication Studies – Ph.D. & M.Div., Howard University; B.S. Illinois State University

Carol Hoyle (2011) – Assistant Professor of Special Education. B.S., M. Ed, Winthrop University; Ph. D. University of South Carolina.

Virginia Johnson – Assistant Professor of Mathematics – Ph.D., University of South Carolina; M.A., Wake Forest; M.S. North Carolina A&T University; B.A. Antioch College

Marlee Marsh (2012) -- Assistant Professor of Biology. B.S. Converse College; Ph.D., Clemson University

Allan Nail (2010) -- Assistant Professor of English. B.A., M.Ed., Ph.D University of Florida.

Adrienne Yingling Oxley (2008) -- Assistant Professor of Chemistry. B.S., Chatham College; Ph.D. University of Pittsburgh.

Paloma Fernandez Sanchez - Assistant Professor of Spanish – Ph.D., Indiana University; M.A., Loyola University; M.A. & B.A., Alcala de Henares University, Spain

Maria 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

Marcy Jo Yonkey-Clayton (2008) – Assistant Professor of Dance. B.A., Slippery Rock University; M.F.A. Texas Woman’s University.

Rocio Zalba (2007) -- Assistant Professor of Spanish. B.A., University of Guelph; M.A., University of Toronto; Ph.D. University of Kansas.

Senior Lecturers

David Alewine (2011) -- Senior Lecturer of Organizational Change and Leadership. B.S., M.B.A., University of South Carolina; M.A., Columbia College; Ph.D., Nova Southeastern University

Claudia Smith Brinson (2007) – Harriet Gray Blackwell Professorship of Creative Writing; Senior Lecturer of English. M.A., University of South Carolina.

Harry Cooper - Senior Lecturer of Business and Criminal Justice – J.D. & B.S., University of South Carolina

C. Randy Lee (2002) -- Senior Lecturer of Education. B.A., M.A., Ed.D., University of South Carolina.

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.

Ron White – Senior Lecturer of Higher Education Administration – Ed.D, M.Ed, & A.B. University of Georgia

Lecturers

Wrenn Cook (2005) -- Lecturer of Dance. B.A., University of South Carolina; M.Ed., Columbia College.

Amy Ellisor – Lecturer of Education – B.A. & M.Ed., University of South Carolina

Falicia Harvey - Director of Teacher Education/NCATE Coodinator and Lecturer of Higher Education Administration – Ph.D. & M.Ed., University of South Carolina, B.A. Austin Peay State University.

Julie Hawkins (2006) -- Lecturer of Social Work. B.A., St. Norbert College; M.S.W., University of Alabama

Alice K.C. Lou (2008) -- Lecturer of Mathematics. B.S., Columbia College; M.S., Columbia University.

Vida Mingo (2010) -- Lecturer of Biology. B.S., Johnson C. Smith University; M.S., Long Island University; Ph.D., University of South Carolina.

Jestine Odom (1997) -- Lecturer of Mathematics. B.A., Columbia College; M. Ed., 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

Visiting Faculty

Amy Smith Reeves (2012) – Visiting Assistant Professor of English. B.A. Huntington University; M.A., Ph.D. University of South Carolina

Director

Paula Wilson (2012) – 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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