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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 2009 - 2010

August 17	Department Chairs Workshop
August 18	Department Meetings
August 19	Fall Faculty Workshop
August 20	State of College Address
August 21 - 25	New Student Orientation
August 24	Residence Halls open for returning students
August 24 - 25	Check in
August 26	<b>First Day of Classes for Full-Term Classes and Split Term I</b>
August 28	<b>Late Registration for Full-Term Classes and Split Term I</b>
September 1	<b>Add/Drop for Full-Term and Split Term I Ends</b> 5:00 PM for schedule changes needing assistance 11:59 PM for normal schedule changes on-line
September 7	<b>Labor Day</b> Classes which meet only on Mondays will be held as scheduled. No other classes will meet.
September 18	<b>Course Withdrawal Without Academic Penalty for Split Term I Ends</b>
October 14	<b>Midterm Grades for Full-Term Classes Due. Last Day of Classes for Split Term I</b>
October 15 - 18	<b>Fall Break</b> Weekend classes will be held as scheduled. No other classes will meet. Residence halls remain open.
October 19	Full-term classes resume. <b>Split Term II begins. Split Term I grades due.</b>
October 21	<b>Late Registration and Drop/Add for Split Term II Ends</b>
October 26	<b>Course Withdrawal Without Academic Penalty for Full-Term Classes Ends</b>
October 28	Advisement and Registration of Day Seniors and Evening Students for Spring Classes Begins
November 3	Advisement and Registration of Day Juniors for Spring Classes Begins
November 9	Advisement and Registration of Day Sophomores for Spring Classes Begins
November 13	<b>Course Withdrawal Without Academic Penalty for Split Term II Ends</b>
November 16	Advisement and Registration of Day First-Years for spring Classes Begins
November 25	Residence Halls Close at 10:00 A.M.
November 25 - 29	<b>Thanksgiving Break (Classes Do Not Meet)</b>
November 26 - 29	Thanksgiving Break (Offices Closed)
November 29	Residence Halls Re-open at 1:00 PM
November 30	Classes Resume and Offices Re-open
December 4	<b>Complete Withdrawal from ALL Courses Ends</b> Last Day of Regular Class Meetings
December 5	<b>Exam Week</b> – 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 11	<b>Final Grades for Graduating Students Due.</b> Residence Halls Close at 5:00 PM
December 15	<b>Final Grades for Full-Term and Split Term II Due</b>

## Spring Semester 2009 - 2010

January 18	<b>MLK, Jr. Day</b> - Special events may be held Spring Faculty Workshop. Residence Halls open at 1:00 PM
January 19	Check In for all students
January 20	<b>First Day of Classes for Full-Term and Split-Term I</b>
January 22	<b>Late Registration for Full-Term Classes and Split Term I</b>
January 26	<b>Add/Drop for Full-Term and Split Term I Ends</b> 5:00 PM for schedule changes needing assistance 11:59 PM for normal schedule changes on-line
February 12	<b>Withdrawal Without Academic Penalty for Split Term I Ends</b>
March 4	<b>Last Day of Classes for Split Term I</b>
March 5	<b>Midterm Grades for Full-Term Classes Due</b> Residence Halls Close at 5:00 PM
March 8 - 12	<b>Spring Break</b> Weekend classes will be held as scheduled. No other classes will meet.
March 14	Residence Halls Re-open at 1:00 PM
March 15	Full Term Classes Resume. <b>First Day of Classes for Split Term II</b> <b>Final Grades for Split Term I Due</b>
March 17	<b>Late Registration and Drop/Add for Split Term II Ends</b>
March 22	<b>Course Withdrawal Without Academic Penalty for Full-Term Ends</b> Advisement and Registration of Day Seniors, Day Juniors, and Evening Students for Summer and Fall Classes Begins
March 29	Advisement and Registration of Day Sophomores for Summer and Fall Classes Begins
April 2 - 4	<b>Easter Break</b> No classes meet. Residence halls remain open.
April 5	Full-Term and Split Term II Classes Resume Advisement and Registration of Day First-Years for Summer and Fall Classes Begins
April 9	<b>Course Withdrawal Without Academic Penalty for Split Term II Ends</b>
April 12	Advisement and Registration of Readmits, New Students, Non-Degree Students, and Co-enrollments for Summer and Fall Classes Begins
April 30	Last Day of Regular Class Meetings
May 1 - 7	<b>Exam Week</b> 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 block schedule.
May 5	<b>Grades for Graduating Students Due</b>
May 7	Residence Halls Close at 5:00 PM (except for graduating seniors)
May 8	Commencement (Day and Evening) at 11:00 AM Commencement (Graduate School) at 3:00 PM Residence Halls Close at 6:00 PM for Graduating Seniors
May 11	<b>Final Grades for Full-Term Due</b> <b>Final Grades for Split Term II Due</b>

## Summer Session 2009 - 2010

May 16	Residence Halls Open at 1:00 PM
May 17	<b>First Day of Classes for May Session</b>
May 18	Late Registration and Drop/Add for May Session Ends
May 26	<b>Withdrawal Without Academic Penalty for May Session Ends</b>
June 4	<b>Last Day of Classes for May Session</b>
June 7	<b>First Day of Classes for Summer Session I</b> <b>First Day of Classes for Extended Session</b>
June 8	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 17	<b>Withdrawal Without Academic Penalty for Summer Session I Ends</b>
July 1	<b>Last Day of Classes for Summer Session I</b> Withdrawal Without Penalty for Extended Session Ends
July 2 - 11	<b>Summer Break</b> No classes meet
July 6	Final Grades for Summer Session I Classes Due
July 12	Extended Session Classes Resume <b>First Day of Classes for Summer Session II</b>
July 14	<b>Late Registration and Drop/Add for Summer Session II Ends</b>
July 22	<b>Withdrawal Without Academic Penalty for Summer Session II Ends</b>
August 5	<b>Last Day of Classes for Extended Session</b> <b>Last Day of Classes for Summer Session II</b>
August 6	Residence Halls Close at 3:00 PM
August 8	Commencement (Graduate School)
August 10	Final Grades for Extended Session Classes Due Final Grades for Summer Session II Classes Due

# General Information

## Institutional Mission Statement

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

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

## The Women's College Mission Statement

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

## Location

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

## Accreditation and Memberships

Columbia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404.679.4501) to award bachelors and masters degrees.

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 Reference 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.

## **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. A campus visit is highly recommended, and 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](http://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 guidance counselor evaluation.** The Office of Admissions requires an evaluation and recommendation from the high school guidance counselor. Additional recommendations may be submitted and required in some cases.

## **Interviews and 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 ELS Center. An ELS 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 ELS 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. All transfer students are required to complete proficiency tests prior to registration.

A student admitted by transfer will receive credit for courses in which grades of "C" or higher were earned and which can be applied to a Columbia College degree. Columbia College reserves the right to determine which transfer courses meet the requirements and standards of the College.

### **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 2009-2010

### Tuition and Fees

	<b>Per Semester</b>	<b>Fall and Spring</b>
Tuition – Full-time	\$11,515	\$23,030
Technology Fee	\$175	\$350
Student Activity Fee	\$50	\$100
Total	\$11,740	\$23,480

### Meal Plans

21-Meal Plan (all Freshmen)	\$1,573	\$3,086
15-Meal Plan	\$1,468	\$2,878
10-Meal Plan (Seniors Only)	\$1,356	\$2,660
Commuter 10-Meal	\$1,356	\$2,660
Commuter 5-Meal Plan	\$580	\$1,160

### Housing Rate:

Residence Halls	\$1,682	\$3,364
Cottages (Juniors and Seniors)	\$1,682	\$3,364

### 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 \$150 per semester for one hour of study per week or \$75 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.

**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](http://www.columbiasc.edu/admissions/payment.asp).

## Payment Plans

Students who 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](http://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) .....	\$620 per hour
Part-time students (limit 11 hours per semester).....	\$620 per hour
<b>Full-time fees apply when registration exceeds 11 hours per semester.</b>	
Auditing (no applied courses).....	\$225 per course
Joint enrollment (high school students).....	\$620 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.

<b>When the Student Has Been Enrolled</b>	<b>Percentage of Tuition Refunded</b>
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.

## **Student Insurance**

Columbia College requires all full-time day students to have medical insurance while enrolled. Students may purchase accident and hospitalization insurance through the College's group policy, which is underwritten by a leading insurance company. For an additional charge, students may also insure their spouse and dependents. Complete details of coverage and application forms may be obtained from Student Health Services or [www.studentinsurance.com](http://www.studentinsurance.com). Students with existing medical insurance may be exempted from purchasing the group plan by properly completing a waiver and furnishing proof of coverage.

**Students will not be permitted to register or attend classes without satisfactory proof of medical insurance.**

## **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.

## 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](http://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](http://www.fafsa.ed.gov). (All South Carolina residents must apply 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, student's will receive notification of additional requirements.
4. The student awarded 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.

## 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, he/she will become ineligible for federal financial aid. A student is considered making Satisfactory Academic Progress and eligible for financial aid if he/she:

- Is admitted and enrolled as a degree-seeking student.
- Meets Columbia College's standards for continued enrollment (See the "Academic Standing" section of Columbia College's Bulletin.)
- Maintains a 2.0 Cumulative GPA for Undergraduate work or a 3.0 Cumulative GPA for Graduate.
- Passes 67% of all attempted hours (includes all transfer credits).
- Undergraduate students have not exceeded 190 attempted semester hours and graduate students have not exceeded 54 attempted 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.)

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 aid, state aid, or institutional aid. No graduate student exceeding 54 attempted hours is eligible for Title IV Federal aid, state aid, or institutional aid.

Entering new transfer students will be considered eligible for Title IV Assistance if they have completed at least 67% of all the credits attempted. All students receiving South Carolina Tuition Grant funds must meet the credit hour requirement for that program (full-time students must earn 24 semester credit hours per year.)

Graduate students must meet the Graduate Program's standards for continued enrollment. They must also complete at least 67% of the credits for which they were registered during the past academic year and must complete 67% of all hours attempted in graduate school.

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. Graduate students will be evaluated at the end of each term of enrollment. Students who have not met Satisfactory Academic Progress after the designated checkpoint are placed in a Provisional Aid status. They will continue to receive all financial aid for one semester, but must meet Satisfactory Academic Progress minimum standards at the end of the provisional semester to continue to receive aid. Failure to meet minimum Satisfactory Academic Progress for a second consecutive term will result in suspension of all financial aid eligibility. Students classified as ineligible for aid are not eligible for Title IV federal aid programs, state funding, or Columbia College institutional aid.

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.

Students may enroll in summer courses in an effort to meet minimum SAP standards to avoid being awarded Provisional Aid in the next regular term of enrollment. If a student who has been deemed ineligible successfully changes his/her standing relative to this policy, it is the responsibility of the student to notify the Financial Aid Office in writing of this change. Summer hours from other institutions may be included in the



completed hour requirement. However, written documentation of Summer hours passed should be in the form of a transcript or grade report. Students who wish to have Summer hours officially transferred to Columbia College need to complete the transient credit approval process before registering for the classes. Summer hours taken at other institutions will not raise a student's GPA at Columbia College.

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 his/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.

The Financial Aid Office reserves the right to make exceptions to the GPA requirements in certain cases if, in the professional judgment of the aid officer, the student's circumstances may warrant such consideration. Documentation for the exception and any specific requirement to be met by the student shall be outlined in each case.

## **Financial Aid Appeals**

Students who do not meet these guidelines will be sent a letter explaining that they are on financial aid dismissal. 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. All appeals must be submitted prior the first day of classes for the semester in which the student is seeking financial assistance. The Financial Aid Appeals Committee will review the appeal letters and will decide whether a reinstatement should be made. The Committee reserves the right to restrict the number and types of courses a student may take.

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 complete 6 credits (of an academic nature) using their own financial resources before the committee will review their academic transcript again.

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.

## **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 following policies are related to the work of the Student Affairs division:

## **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.

## Chapel Participation Policy

As a United Methodist affiliated college, Columbia College has a long-standing tradition of emphasizing spiritual values as part of the total educational experience. Columbia College is a diverse and caring community that encourages all of its members to explore and practice moral, ethical and spiritual values. The College holds Chapel services every Wednesday at 1:00 p.m. in College Place United Methodist Church (UMC), adjacent to campus behind the Harrelson and Allison buildings. Close attention is given to planning diverse worship experiences within the Christian tradition. For example, music ranges between traditional hymns, contemporary praise songs, and gospel spirituals. The Columbia College Choir, Heavenly Creations Gospel Choir, and the Praise and Worship Team, among others, lend their gifts and graces to worship. Other religious campus traditions include Welcome Sunday at College Place UMC and the Christmas Tree Lighting and Moravian Lovefeast.

To affirm to all students that spiritual questioning and practice is part of a liberal arts education, the College maintains a Chapel Participation Policy. Participation is required for First Year students, Sophomores and Juniors *according to the particular participation policy for each class*. Each class' particular policy is based on a credit system. Credits are earned for attending both Chapels (worth 1 credit each) and Assemblies (worth 2 credits each).

### Chapels

**Though the College remains faithful to the theology of our United Methodist tradition, chapels are a weekly worship service that reflect the diverse traditions within Christianity. Chapel services typically last for half an hour. Occasionally a longer Chapel service will be planned. Additional credit will be provided for longer services. To assist students in planning, weekly e-mails are sent noting the Chapel topic, duration and credit value of the upcoming service.**

### Assemblies

**Assemblies are special campus events celebrating specific College occasions. With the exception of the Staley Scholar Service, assemblies are campus celebrations versus religious services. Traditionally, two assemblies are held each semester - the Honor Code Signing Service and Convocation, in the fall, and Founders Day and Staley Scholar Service, in the spring.**

### *Participation Policy as Stated in the 2008-2009 Student Handbook*

**First-Year Students:** Each academic first-year student (resident and commuter) is required to earn sixteen (16) participation credits by the end of her first year. First-years may earn these credits over the course of both semesters. Each first-year student exercises her own discretion as to which Chapels and Assemblies she will attend.

**Sophomores & Juniors:** Each academic sophomore and junior (resident and commuter) is required to earn eight (8) participation credits over the course of the academic year. This can be accomplished by attending all four of the Assemblies or other Chapel services of the student's choosing.

**Seniors:** Though no chapel credits are recorded or required, the College strongly encourages seniors to participate in the traditions of Columbia College, especially Senior Chapel in the fall and College Assemblies.

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

**Study Abroad/Away:** During a given academic year, a student studying overseas or participating in the Washington Semester are required to earn only half of the points for their respective academic class.

**NOTE:** For participation recording purposes, students are considered for the entire academic year to be members of the academic class in which they began in the fall of that year. For example, a first-year student in the fall remains a "first year" throughout the academic year, even if her academic class standing changes to "sophomore" in the spring semester. The same is true for sophomores and juniors. Academic standing is determined by the Registrar's Office. The Chapel Participation Policy does not apply to part-time or Evening College students.

## Alternatives to Fulfill the College's Chapel Requirement

Occasionally students will request an alternative means for fulfilling the College's chapel requirement based on religious convictions or other unique circumstances. Students seeking an alternative means to fulfill their Chapel requirement must submit a petition to the Chapel Review Board. Petitions are available in the Chaplain's Office in Harrelson, 210. 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) or participation in other spiritual programming offered on campus (specifics determined by the Chapel Review Board).

## 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 (Rubeola), 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**

## Student Health Insurance Policy

The American College Health Association and Columbia College believe it is essential for all students to be able to access medical care in the event of an unexpected accident or illness. To protect our students, we require all full-time, undergraduate students to have personal medical insurance. The following guidelines are intended to clarify the types of health insurance that fulfill this requirement:

- A parent's, legal guardian's, spouse's, or employer's plan under which the student is covered.
- SC Partners for Health (Medicaid) only if a student's particular plan is more comprehensive than the Medicaid plan that is provided strictly for family planning. It is the responsibility of a student with SC Partners for Health to provide appropriate documentation that supports the level of health care coverage provided with her specific plan.
- International medical insurance policies (this does not include Travel Insurance) written in English will be accepted for International students.

Please note that Columbia College cannot accept out-of-state Medicaid cards as proof of insurance.

A student is required to provide a copy of her insurance card (front and back) when she first registers at Columbia College. A new student submits this information along with her Immunization Record. All students must complete a Health Insurance Verification Card each fall semester prior to registration. A readmitted student is required to update her insurance information upon her return to Columbia College.

If there are any changes in a student's health insurance coverage plan during her tenure at Columbia College, she is required to notify Student Health Services immediately and provide a copy of the new insurance card. A student who is not covered by another personal health insurance plan or whose coverage lapses at any point during her enrollment at Columbia College will be required to purchase the student insurance plan offered by the College during the next upcoming enrollment period. Any student who does not provide proof of insurance or the policy details related to her SC Partners for Health plan by the end of the Add/Drop period will be automatically enrolled and billed for the student insurance health plan for that given semester and all subsequent semesters until proof of other health insurance is provided.

The policy offered by Columbia College is underwritten by National Union Fire Insurance Company and serviced by Pearce & Pearce, Inc., Student Insurance Division. The various plans are offered at very reasonable rates and may be purchased for an entire academic year or on a semester-by-semester basis. There are two annual open enrollment periods during the academic year. The specific dates are published each summer for the upcoming academic year. Students receive these dates by way of a student insurance brochure included with the tuition bill or by visiting the Pearce & Pearce website at [www.studentinsurance.com](http://www.studentinsurance.com).

A student may make payment directly to Pearce & Pearce for the total cost of the insurance plan or if she prefers, she may charge the cost of health insurance to her Columbia College tuition account for an additional \$10 processing fee. This \$10 processing fee will be charged each time a health insurance premium is added to a student's account. Once a premium has been billed for a given semester or academic year, no refunds will be issued. If a student covered by the college-sponsored insurance plan withdraws from Columbia College, she is not entitled to a refund but will continue to be covered by the terms of the plan during the stated enrollment period.

If you have additional questions about student insurance, coverage, and enrollment forms, contact Student Health Services at 803.786.3859, the Administrative Assistant for Student Affairs at 803.786.3720, or the Office of Financial Services at 803.786.3617.

## **Class Absences**

Absences from class will be excused at the discretion of the individual professor. Neither the Health Center nor any academic or administrative office will validate student absences. Students who are ill should discuss their absences with each individual faculty member.

## **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 one-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) Region 14. The College's athletic teams compete in basketball, soccer, 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.

## **The Center for Engaged Learning**

### **Mission**

The Center for Engaged Learning represents an intentional and strategic partnership between Academic Affairs and Student Affairs. Through collaborative initiatives, the Center provides opportunities for students to bridge their own learning and living experiences during college, thereby enhancing their academic motivation and setting the stage for a lifetime of self-determination.

The Center for Engaged Learning, located across from the Bush Science Center, houses the following programs: Career Services, Contractual Studies, First Year Student Success Initiatives, General Education, Leadership Studies, and Service-Learning. In addition, the C.E.L. hosts two groups of upper-class peer mentors, Student Engagement Mentors (STEMs) and Career Peers who are available to work with students one-on-one in achieving their academic and career goals.

Through the Center,

- Faculty and student affairs staff explore and develop creative mechanisms to provide resources and guidance for all students;

- Community, faculty, staff and upper class students provide guidance and leadership through serving as mentors to cultivate students' academic motivation, social awareness, and commitment to lifelong career development; and
- Students participate proactively in their college experiences and utilize available resources and programs to pursue their dreams for success in life.

## **Components of the Center**

### **General Education**

Columbia College's emphases on the liberal arts and women's higher education are carried out through the General Education Core Curriculum and many co-curricular activities. Students develop an appreciation for the liberal arts; higher order thinking and communication skills; understanding of both the commonality and diversity of the human experience; increased understanding of themselves as women; understanding of the nature and application of moral, ethical, and religious values; and skills and habits for lifelong learning. During the 2009-2010 academic year, we are reviewing our Core Curriculum to ensure that it continues to meet the needs of our students and adds value to the Columbia College experience.

### **First-Year Student Success Initiatives**

Because the first year plays a pivotal role in student development, Columbia College is committed to providing support to our students both inside and outside of the classroom. Our early intervention team, comprised of faculty and staff, monitors four indicators of academic risk: attendance, direct CARE reports from faculty, midterm grades, and academic probation status. We work with students who demonstrate risk along one or more of these indicators to connect with appropriate resources and plan for success both inside and outside of the classroom.

### **Leadership Studies**

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 the four Cs of leadership: courage, commitment, confidence, and competence. Orientation programs and first-year General Education courses emphasize personal and social responsibility, critical thinking, and strategic decision-making. Other General Education courses are designed to develop student writing and oral communication skills. 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 examples. Student Affairs initiatives include activities in which students examine their own behavioral expressions of power and influence. For students who want to explore these issues even further, Columbia College offers a Minor in Leadership Studies which includes formal coursework and experiential learning. Areas of emphasis in the Minor include historic and contemporary models of leadership, issues of social context, ethics, cultural and self-awareness, critical thinking, decision-making, strategic planning, group communication, and an understanding of the social importance of service.

### **Career Services**

The mission and purpose of Career Services is to assist undergraduate C<sup>2</sup> students with the career development process, including self-assessment, career exploration and preparation, graduate school search, and career decision-making. At Columbia College, Career Services is committed to providing comprehensive career planning guidance, support, and resources to empower students to proactively identify, plan and implement successful lifelong career decision-making skills.

### **Service-Learning**

Columbia College is dedicated to preparing women for leadership for social change. With this in mind the College is committed to incorporating service-learning into students' undergraduate experience. The CEL will work with faculty to develop and incorporate service-learning components to their courses and can work with students to utilize LA special topic courses to develop service-learning. This initiative is designed to help students realize their strengths, their relationship to the communities in which they live, and the global community of which they are a part.

## Center Staff

Tamara L. Burk, Ph.D.	Co-Director, Center for Engaged Learning Director of Leadership Studies Associate Professor of Communication
Ned Laff, Ph.D.	Co-Director, Center for Engaged Learning Director of General Education Director of First-Year Student Success Initiatives Director of Contractual Studies
Fiona Lofton, M.Ed.	Associate Director, Center for Engaged Learning Director of Career Services
Erin Payseur, M.Ed.	Program Coordinator, Center for Engaged Learning
Molly Preston, B.A.	Coordinator of Service-Learning, AmeriCorps VISTA
Kelli McErlean, B.A.	Graduate Assistant for Career Services

## 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.

<b>Semester or Session</b>	<b>Maximum Credit Load (semester hours)</b>
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
<b>GPA of 2.50 or higher</b>	<b>1 hour</b>	<b>18</b>
<b>Graduating senior, GPA or 2.00 or higher</b>	<b>1 hour</b>	<b>18</b>

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
<b>GPA of 3.00 or higher</b>	<b>See above</b>	<b>See above</b>
<b>Graduating senior, GPA or 2.00 or higher</b>	<b>2</b>	<b>19</b>

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 cannot be extended to a two- semester leave of absence.

## 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.

## 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. Contact the Office of Admissions for specific course equivalence.

<b>Advanced Placement Test</b>	<b>Score</b>	<b>CC Course Equivalent</b>	<b>Semester Hours Awarded</b>
<b>ECONOMICS</b>			
Macroeconomics	4,5	Economics 201	3
Microeconomics	4,5	Economics 202	3
<b>ENGLISH</b>			
Composition & Literature	4,5	English 102	3
Language & Composition	4,5	English 101	3
<b>GOVERNMENT &amp; POLITICS</b>			
American Gov't & Politics	3,4,5	Political Science 101	3
Comparative Gov't & Politics	3,4,5	Political Science 303	3
<b>HISTORY</b>			
American History	3,4,5	History 207 & 208	6
European History	3,4,5	History 103 & History Elective	6
<b>HUMANITIES</b>			
Art History	3,4,5	Art 205	3

Studio Drawing	3,4,5	Drawing Elective	3
General Studio	3,4,5	Elective (Dept. Evaluation)	3
Music Theory/Literature	3,4,5	Music 101	3
<b>LANGUAGES</b>			
French/Spanish	4	Spanish 250/French 250	3
French/Spanish	5	Spanish 250 & Spanish 341/ French 250 & French 356	6
<b>MATHEMATICS</b>			
Calculus AB	3,4,5	Mathematics 161	4
Calculus BC	3,4,5	Mathematics 161 & 162	8
Statistics	3,4,5	Mathematics 140	3
<b>PSYCHOLOGY</b>			
Psychology	3,4,5	Psychology 102	3
<b>SCIENCES</b>			
Biology	3	Biology 111	4
Biology	4	Biology 111 & 112	8
Chemistry	3	Chemistry 121	4
Chemistry	4,5	Chemistry 121 & 122	8
Physics	3	Physics 221	4
Physics	4,5	Physics 221 & 222	8
Computer Science A	3,4,5	Computer and Information Science 201	4
Computer Science AB	3,4,5	Computer and Information Science 201 & 202	7

## 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. Contact the Office of Admissions for specific course equivalence.

<b>CLEP Examination</b>	<b>Required Score</b>	<b>CC Course Equivalent</b>	<b>Semester Hours Awarded</b>
<b>COMPOSITION</b>			
American Literature*	50	English 240, 250	3
Analysis & Interpreting Literature*	50	English 102	3
Composition, Freshman*	50	English 101	3
English Composition (with or without Essay)*	50	English 101	3
English Literature*	50	English 210, 220, 230	3
Humanities*	50	Elective	3
<b>FOREIGN LANGUAGE</b>			
College French Level 2	59	French 201, 202	6
College German Level 2	48	German 201, 202	6
College Spanish Level 2	50	Spanish 201, 202	6
<b>HISTORY &amp; SOCIAL SCIENCE</b>			
American Gov't	50	Political Science 101	3
American History I	50	History 207	3
American History II	50	History 208	3
Educational Psychology	50	Education 253	3
Human Growth & Development	50	Education 203	3
Macroeconomics, Principles of	50	Economics 201	3
Microeconomics, Principles of	50	Economics 202	3
Psychology, Introductory	50	Psychology 102	3
Sociology, Introductory	50	Sociology 151	3
Western Civilization I	50	History Elective	3
Western Civilization II	50	History Elective	3

## SCIENCE & MATHEMATICS

Algebra	50	Mathematics 104	3
Algebra with Trigonometry	50	Mathematics 104, 106	5
Biology	50	Biology 00	4
Chemistry	50	Chemistry 121	4
Calculus w/Elementary Functions	50	Mathematics 161	4
College Mathematics	50	Mathematics 120	3
Natural Sciences	50	Physical Science Elective	4
Trigonometry	50	Mathematics 106	2
Information Systems & Computer Applications	50	Computer and Information Science 140	3
<b>BUSINESS</b>			
Accounting	50	Business 261, 262	3
Business Law	50	Business 301	3
Management	50	Business 302	3
Marketing	50	Business 303	3

\*Essay is required to validate qualified test scores.

## 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 will be awarded credit. These examinations must be taken prior to enrollment. Divisions reserve the right to verify examination results. The following table outlines credit acceptance.

<b>IB Course</b>	<b>IB Score</b>	<b>CC Course Equivalent</b>	<b>Semester Hours Awarded</b>
Language A1	5,6,7	English 102	3
Language B1	5,6,7	French 202, 250	6
Business & Organization	6,7	Business 340	3
Economics	6,7	Economics 201	3
Geography Higher Level	5,6,7	Geography 164	3
History	5,6,7	History 102, 103	6
History of the Islamic World	5,6,7	History Elective	3
Philosophy	5,6,7	Philosophy 154	3
Psychology Higher Level	5,6,7	Psychology 102	3
Social Anthropology Higher Level	5,6,7	Anthropology 131	3
Biology	5	Biology 100	4
Biology	6,7	Biology 111, 112	8
Chemistry	5	Chemistry 121	4
Chemistry	6,7	Chemistry 121, 122	8
Physics	5	Physics 221	4
Physics	6,7	Physics 221, 222	8
Mathematics Higher Level	4	Mathematics 104, 106	5
Mathematics Higher Level	5,6	Mathematics 161	4
Mathematics Higher Level	7	Mathematics 161, 162	8
Music	5,6,7	Music 101, 102	4
Theatre Arts	5,6,7	Theatre 105	3

## 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

#### **I. Students with prior credit for English 101**

Students with credit for English 101 from a regionally-accredited college or university with a grade of "C" or above or from the results of an AP or CLEP examination are awarded this credit with no attendant requirement to take a placement test.

#### **II. Students without prior credit for English 101**

Test scores will be used to place students without credit for English 101. Students with a combined score of at least 1000 on the SAT Critical Reading and Writing sections or the equivalent score on the ACT English and Writing tests will be placed in English 101. Students with scores below this level will be placed in English 100 and Reading 110. Students who have not taken the writing portions of either the SAT or the ACT are required to submit scores for the ACCUPLACER placement test. Students scoring at least 51 on the ACCUPLACER test will be placed in English 101. Students with scores below the level will be placed in English 100 and Reading 110.

Students who place in English 100 and Reading 110 are required to satisfactorily complete these courses before graduation.

### Mathematics

All students are required to take the mathematics placement test. Students placing in Mathematics 001 are required to satisfactorily complete that course before graduation.

## 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**

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 this internship opportunity to connect the often theoretical, traditional classroom and the workplace. These internship experiences take many forms; therefore, the student should consult her/his advisor (1) to determine specific internship requirements for her/his major, (2) to acquire program guidelines and expectations, and (3) to register appropriately for academic credit for the internship.

## **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 25.

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 or the National Collegiate Honors Council (NCHC) program approved by Columbia 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:

<b>Program</b>	<b>Maximum</b>	<b>Minimum</b>
Major (B.A. degree)	59	21
Major (B.S. degree)	42	36
Minor	18	12



<b>Teacher Certification Program</b>	<b>Minimum No. of Required S.H. in Specialization Program</b>	<b>Minimum No. of Required S.H. in Professional Education</b>
Dance Education	36	34
Early Childhood Education	35	35
Elementary Education	21	44
English	36	36
Mathematics	32-38	30
Middle-Level Education	55-59	15
Special Education	24	40
Speech Language Pathology	53	15

## **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.

## **Graduate Credit**

No graduate credit may be applied toward an undergraduate degree or toward requirements for initial teacher certification.

## **Transfer Restrictions**

The maximum credit acceptable from a junior college is 72 semester hours, including a maximum of four semester hours in physical education activity courses. 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 for all programs except the B.S. in Biology with certification, the B.S. in Chemistry with certification, and the B.A. in Dance Education, which require 39, 34, and 35, respectively.

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.

## **Second Bachelor's Degree**

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

Students wishing to pursue a second degree or two degrees concurrently must: (1) consult with an advisor in each major for which a degree is sought; (2) submit a Dual Degree Form to the Office of the Registrar; (3) adhere to the requirements of the *Columbia College Bulletin* under which the student is accepted for the second degree; (4) meet all Columbia College requirements for the major, including any specified general education courses; (5)

contact the Columbia College Division of Education if the second degree involves teacher certification to determine additional courses which may be required; and (6) complete a minimum of 33 semester hours at Columbia College beyond those required for the first degree.

Requirements regarding grades, residence, proficiency, and application for degree as stated on page 40 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 for all programs except the B.S. in Biology with certification, the B.S. in Chemistry with certification, and the B.A. in Dance Education, which require 39, 34, and 35, respectively.

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. Hours do not count in the GPA.	No grade points given; hours do not count in the GPA.

"WP"	Withdrawn Without Academic Penalty	A student has withdrawn officially from a class at any time after the add/drop period and before mid-semester. If a student withdraws officially after mid-semester for medical reasons, for family emergency or by the judgment of the Provost, a grade of "WP" may be given.	No grade points given; hours do not count in the GPA.
"NC"	No credit	Assigned to audited courses.	No grade points given; hours do not count in the GPA.
"NG"	No grade	No grade reported by the instructor.	No grade points given; hours do not count in the GPA.

## Grade Point Average (GPA)

In addition to individual course grades, the quality of a student's work is indicated by her grade point average (GPA). Numerical values called grade points are assigned to each letter grade as indicated in the grading system. The grade points earned in a course are computed by multiplying the appropriate grade point value by the number of semester hours credit assigned to the course. The GPA is obtained by dividing grade points earned by semester hours attempted. Credit earned at other institutions and courses taken on a pass/fail basis are not used in calculating the GPA.

## 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

In order to determine a student's academic standing, her record is reviewed twice a year immediately prior to first and second semester registration. To be in good academic standing, a student must maintain a cumulative grade point average of at least 2.00.

## 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 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. A student who is placed on academic probation after her second or subsequent semester 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 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 must be taken at Columbia College for all programs except the B.S. in Biology with certification, the B.S. in Chemistry with certification, and the B.S. in Dance Education, which require 39, 34, and 35, respectively.
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. 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

The College reserves the right to change requirements for graduation when it is decided that such changes are necessary. A student is generally graduated according to degree requirements published for the semester immediately prior to her initial Columbia College registration as a degree student unless attendance has not been continuous. In cases of readmission, degree requirements for the semester immediately prior to readmission must be met. Graduation is permitted only after satisfying all financial obligations to the College and completing all attempted academic work.

## Semester Hours

Candidates for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music 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 44.** Students enrolled in the Second Bachelor's Degree program should refer to the special requirements outlined on page 35.

## 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 for all programs except the B.S. in Biology with certification, the B.S. in Chemistry with certification, and the B.S. in Dance Education, which require 39, 34, and 35, respectively.

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 Program

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

At Columbia College, each student is introduced to the liberal arts through the core curriculum, also known as the General Education curriculum. As a result of completing the General Education curriculum, students will

- appreciate the liberal arts,
- apply higher order thinking and communication skills,
- value the commonality and diversity of the human experience,
- understand themselves as women,
- make reasoned moral judgments and think critically about religion, and,
- possess skills and habits for lifelong learning and development.

## General Education Goals and Objectives

1. Students will appreciate the liberal arts.
  - a. Students will acquire a base of knowledge in the liberal arts (fine arts, humanities, social and natural sciences).
  - b. Students will understand modes of inquiry of various disciplines.
2. Students will apply higher order thinking and communication skills.
  - a. Students will analyze, synthesize, and evaluate ideas.
  - b. Students will communicate effectively in both written and spoken forms.
3. Students will value the commonality and diversity of the human experience.
  - a. Students will understand human commonalities and differences.
  - b. Students will be able to live and work with people who are different from themselves.
4. Students will understand themselves as women.
  - a. Students will demonstrate knowledge about the contributions of women.
    - i. Students will identify important women in history.
    - ii. Students will identify ways women advocate for change in the world.
  - b. Students will understand the concept of gender.
    - i. Students will analyze the effect of gender on personal and social levels.
5. Students will make reasoned moral judgments and think critically about religion.
  - a. Students will ask relevant moral and ethical questions.
  - b. Students will differentiate among different religions and belief systems.
  - c. Students will be responsible for helping create a humane global environment.

6. Students will possess skills and habits for lifelong learning and development.
  - a. Students will acquire information literacy skills that support study, lifelong learning, and career pursuits.
  - b. Students will obtain knowledge and skills that promote continuing personal development.

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 Power of Ideas” and “Women: Images, Reality, and Choices.” These courses introduce students to the remainder of the core curriculum and should be completed during the first year. 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 Core Requirements -- All Bachelor Degrees

	<b>Semester Hours</b>
Fundamentals.....	20-22
Written Communication:	English 101 and 102
Spoken Communication:	Communication 100
Mathematics:	3 hours in one Course numbered 100 or higher
Modern Spoken Language:	A. 6 or 7 hours from placement level or transferred credit equivalent to at least 106-201. B. Students for whom English is a second language may have the following options: <ol style="list-style-type: none"> <li>a. take 6 hours of coursework beyond the two hundred level in their native language</li> <li>b. take 6 or 7 hours of coursework in another language</li> </ol>
Health and Wellness:	2 or 3 hours selected from Physical Education and Health Promotion 100 or 102
Interdisciplinary Studies :	6
Liberal Arts 101: The Power of Ideas	
Liberal Arts 102: Women: Images, Reality, and Choices	



Distribution:

Humanities.....9

3 hours selected from English 200, 210, 220, 230, 240, 250, 310D, 310E, 310N, 310S, 310P, 325, 340, 350, 355, 365, 372, 375; French 420, 431, 440, 442, 450, 451; Spanish 305, 375, 420, 451, 452, 460; 3 hours selected from History 102, 103; and 3 hours selected from Religion 127, 128, 160, 228, 236, 237, 255, and Philosophy 154.

Natural Sciences.... 4

4 hours selected from Biology 100, 105, 111, 325; Chemistry 100, 121; Physical Science 122, 125, 127, 128, 132, 135, 140, 142, 145; Physics 221, 222

Social Sciences.....3

3 hours selected from Anthropology 131, 135; Economics 201, 224; Geography 164; Political Science 101, 225, 260, 350, 449, 467; Psychology 102, 186, 210, 282, 325; Social Work 101; Sociology 151, 163, 221, 255, 268, 325

Fine Arts.....3

3 hours selected from Art 204, 205, 261, 262, 360, 363, 364, 366, 367, 368, 369; Dance 105, 135, 210, 220; Music 100, 205, 206, 207; Theatre 105, 107.

Total.....45-47

**PLUS**

## Degree-Specific General Education Requirements

**Bachelor of Arts with Teacher Certification:** In addition to the core requirements, a student earning a Bachelor of Arts with Teacher Certification must complete a minimum of nine semester hours in the Liberal Arts from: U.S. History, Political Science 101, or History 345 for three semester hours; a second natural laboratory science from a different area (one must be biological and the other physical science) for four semester hours; and a second fine arts from a different area for three semester hours.

**Bachelor of Arts:** In addition to the core requirements, a student earning a B.A. must complete nine semester hours in the Liberal Arts (Anthropology, Art, Biology, Chemistry, Communication, Dance, Economics, English, French, German, Geography, History, Honors, Italian, Mathematics, Music, Physical Science, Philosophy, Physics, Political Science, Psychology, Religion, Social Work, Sociology, Spanish, Theatre and Women's Studies). Courses in Business, Computer and Information Science, Education (including Special Education and Speech Language Pathology), Entrepreneurship, Leadership, Physical Education and Health Promotion (including PEA), Reading and Writing may not count towards the additional nine hours. These hours must be taken outside of a student's major discipline although they can be counted towards a minor. These hours may not be taken as a developmental course, an independent study, an internship, a research project, an applied music course, a music ensemble, a dance technique course, dance company, or an art course with the exception of Art 204, Art 205, or art history.

**Bachelor of Science:** In addition to the core requirements, a student earning a B.S. must complete a two-semester science sequence outside of her major discipline. The allowable sequences are Biology 100 and 105, Biology 111 and 112, Chemistry 121 and 122, Chemistry 261 and 262, Physics 221 and 222, and Psychology 300 and 349. Also, the mathematics core requirement must be met with Mathematics 161 or 162.

**Bachelor of Science with Teacher Certification:** In addition to the core requirements, a student earning a Bachelor of Science with Teacher Certification must complete a minimum of nine semester hours in the Liberal Arts from: U.S. History, Political Science 101, or History 345 for three semester hours; a second fine arts from a

different area; and a second natural laboratory science from a different area (one must be biological and the other physical science) for four semester hours. The student must complete a two-semester science sequence outside of the major discipline. The allowable sequences, which may be met in part by the laboratory sciences above, are Biology 111 and 112, Chemistry 121 and 122, Chemistry 261 and 262, Physics 221 and 222, Psychology 300 and 349. The mathematics core requirement must be met with Mathematics 161 or 162.

## 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

Contractual Studies

### Division of Arts and Communication Studies [see pp. 50-54 for program requirements]

Communication (B.A. degree)

Dance Education (B.A. degree, certifying to teach)

Dance (B.A. degree)

Music (B.A. degree)

Studio Art (B.A. degree)

Studio Art (B.A. degree, certifying to teach)

### Division of Behavioral Studies and Human Inquiry [see pp. 55-60 for program requirements]

Behavioral Science (B.A. degree)

Child and Family Studies, Child and Family Services (B.A. degree)

Child and Family Studies, Early Care & Education (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)

Religion (B.A. degree)

Social Work (B.A. degree)

### Division of Business, Mathematics, and Sciences [see pp. 60-64 for program requirements]

Biology (B.A. degree)

Biology (B.S. degree)

Chemistry (B.A. degree)

Chemistry (B.S. degree)

Business – Accounting concentration (B.A. degree)

Business – Management concentration (B.A. degree)

Business – Marketing concentration (B.A. degree)

Computer and Information Science with concentration in Computer Science (B.S. degree)

Computer and Information Science with concentration in Information Science (B.A. degree)

Computer and Information Science with concentration in Information Science (B.S. degree)

Mathematics (B.A. degree)

Mathematics (B.A. degree, certifying to teach)

Mathematics (B.S. degree)

Mathematics (B.S. degree, certifying to teach)

### **Division of Education [see pp. 64-69 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)  
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. 69-72 for program requirements]**

English (B.A. degree, certifying to teach)  
English, Business and Professional Writing Track (B.A. degree)  
English, Literary Studies Track (B.A. degree)  
Spanish (B.A. degree)

## **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**

Women's Studies  
Leadership

### **Division of Arts and Communication Studies [see pp. 50-54 for program requirements]**

Art  
Art History  
Communication  
Dance  
Music  
Theatre

### **Division of Behavioral Studies and Human Inquiry [see pp. 55-60 for program requirements]**

Child and Family Studies  
History  
International Studies  
Philosophy  
Political Science  
Psychology  
Social Work  
Religion

### **Division of Business, Mathematics, and Sciences [see pp. 60-64 for program requirements]**

Computer and Information Science  
Management  
Marketing  
Mathematics

## **Division of Education [see pp. 64-69 for program requirements]**

Health and Wellness

## **Division of Languages and Literature [see pp. 69-72 for program requirements]**

Business and Professional Writing

English Literature

Journalism

Public Relations Writing

French

International Studies

Spanish

# **Academic Divisions**

## **Undergraduate Studies**

### **Center for Contractual Studies**

Director: Ned Laff, Ph.D.

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*.

## **Honors Program**

Director: John Zubizarreta, Ph.D.

Assistant Director: Joyce Fields, 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 students 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](mailto: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 the perspective of the Four Cs of Leadership Development at Columbia College – Courage, Commitment, Confidence, and Competence. Orientation programs and first-year General Education courses emphasize personal and social responsibility, critical thinking, and strategic decision-making. Other General Education courses are designed to develop student writing and oral communications skills. To further infuse

Leadership Studies throughout the curriculum, faculty members in all divisions are encouraged to identify relevant classes, and to design experiences and assignments that connect academic material to leadership examples. Student Affairs initiatives include activities in which students examine their own behavioral expressions of power and influence. For students who want to explore these issues even further, Columbia College offers a Minor in Leadership Studies which includes formal coursework and experiential learning. Areas of emphasis in the Minor include historic and contemporary models of leadership, issues of social context, ethics, cultural and self-awareness, critical thinking, decision-making, strategic planning, group communication, and an understanding of the social importance of service.

**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, 201, 301, and 401LS. Six additional elective hours may be chosen from Art 364, Business 405, Communication 320, Education 346, History 340, Political Science 360, Psychology/Social Work 360, Writing 305, Lead 399LS, Special Problems courses (Lead 190, 290, 390, or 490), and Independent Study courses (Lead 191, 291, 391, or 491). Proposals to count other courses for elective credit will be considered by the Director of Leadership Studies, but only prior to enrolling in the course.

## **Women's Studies**

The Columbia College Women's Studies Program supports Columbia College's general mission of educating women in the liberal arts tradition by exploring feminist theories in academic contexts and by developing women as informed advocates for social justice. In the tradition of leadership development at Columbia College, the program encourages students to accept the risk of developing new perspectives, to embrace inclusive values, to seize opportunities, to advocate for social justice for women, and to develop insights into the role of feminism in contemporary culture. Through coursework, service, and experiential opportunities, the Women's Studies Program provides a laboratory where students put into practice the college's mission for the development of critical thought and expression, lifelong learning, acceptance of personal responsibility, and commitment to service and social justice.

**The Women's Studies Minor**

The minor in Women's Studies is offered through the Women's College, established in 1854 to address inequities in higher education opportunities for women. This interdisciplinary minor complements other coursework and helps prepare students for a variety of careers. Women interested in law, medicine, human services, education, politics, business, and the arts will be well prepared by the Women's Studies minor, which encourages students to reconsider existing knowledge and to generate new knowledge by addressing issues of gender in their research and learning. Understanding the importance of gender helps women to build successful, fulfilling lives and careers and to promote social justice and gender equality.

**Requirements for a Minor in Women's Studies:**

16 - 19 semester hours at the 200 level or above 9 of which may count in the degree specific General Education requirements. Required courses are Women's Studies 300, Women's Studies 399LS, Psychology/Sociology 325, and 9 hours chosen from Art 364, Communication 360, Dance 364, English 340, English 355, French 451, History 215, History 340, History 405, History 435, Philosophy 200, Political Science 201, Political Science 350, Political Science 405, Religion 250, Religion 260, Spanish 451, or courses approved by the Women's Studies Committee.

## **Division of Arts and Communication Studies**

Division Head: Helen Tate, Ph.D.

## **Division Faculty**

### Professor:

Martha Brim, M.F.A. [Dance]  
Mary Gilkerson, M.F.A. [Art]  
Patricia Graham, M.A. [Dance]  
Norma Kirkland, Ph.D. [Music]  
Randolph Love, Ph.D. [Music]  
Sara Nalley, M.A. [Communication]  
Stephen Nevitt, M.A. [Art]  
Alan Weinberg, Ph.D. [Music]

### Associate Professor:

Tamara Burk, Ph.D. [Communication]  
Jason Munsell, Ph.D. [Communication]  
Helen Tate, Ph.D. [Communication]  
Ute Wachsmann-Linnan, Ph.D. [Art History]

### Assistant Professor:

Rebecca Johnston, Ph.D. [Music]

### Senior Lecturer:

Kyle Love, M.A. [Communication]

### Lecturer:

Wrenn Cook, M.Ed. [Dance]

### Visiting Artist:

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

### Gallery and Studio Specialist:

Jacqueline Keane Adams, B.A.

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

## **Art**

The Studio Art program provides for majors a focus on art and design in the context of a broad liberal arts program. Instruction is intended to prepare students to:

7. Interpret the non-verbal language of art and design,
8. Develop strong foundation level skills in art and design,
9. Become familiar with and develop competence in a number of 2-D and/or 3-D art or design techniques,
10. Establish a focus in at least one specific studio area of emphasis,
11. Develop responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively,
12. Become familiar with the major achievements in the history of art, including the works and intentions of leading artists in the past and present,
13. Understand and evaluate contemporary thinking about art or design, and
14. Make and defend valid assessments involving design projects and works of art.

Majors will 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 non-major seeking learning experiences in the visual arts area.

## **Communication and Theatre**

The division offers a B.A. in Communication, a Minor in Communication, and a Minor in Theatre. General Education courses in communication and theatre are also offered to all students. The programs seek (1) to



help students develop the knowledge, skills, and attitudes they need for effective communication, (2) to actively engage students in the process of leadership development, and (3) to promote an understanding of and appreciation for theatre.

### **Dance**

The programs in Dance seek to prepare major students for careers in the performance, teaching, and administration of dance as a fine art. In addition, training and opportunities provided through Dance Company and Leadership Semester experiences enable students to develop the knowledge and dispositions needed to become leaders in the dance field. The curriculum is firmly rooted in technique study in 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.

### **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.

## **Major Programs**

### **Major in Communication**

Program Coordinator: Jason Munsell, Ph.D.

The B.A. in Communication provides students with a solid foundation in the discipline of communication 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 (B.A. degree):**

35 or 37 semester hours in addition to Communication 100. Required courses are Communication 200, 210, 220, 240, 250, 499, one hour of 399LS and Computer and Information Science 137 or 140; and 15 semester hours selected from Communication 110, 270K, 280, 300, 310, 320, 330, 340, 350, 360, 380, up to three additional hours of 399LS, Theatre 107, and English 205. No more than three semester hours of internships may count toward the major.

### **Majors in Dance and Dance Education**

Program Coordinator: Wrenn Cook, M.Ed.

The purpose of the dance majors is to offer the student the opportunity to develop her full potential as a performer, creator, teacher, and leader in the field of dance. Students may choose from the Bachelor of Arts in Dance Education to certify as a teacher of dance in the Pre-K-12 school settings and the Bachelor of Arts non-certification degree program that allows for 32 s.h. of electives that can be applied toward a double major or minor option.

#### **Requirements for all Dance Majors:**

Majors in all areas of dance must participate fully in Dance Company (CCDC) every semester in attendance at the College. Participation in Dance Company requires corequisite enrollment in at least one contemporary dance technique course each semester and additional fitness activity. Dance Education majors are excused from these requirements during their final semester of directed teaching. In addition to these and the requirements specified for each major, all dance majors must meet technical proficiency standards in contemporary technique as follows: BA candidates must demonstrate proficiency level 04 or higher in contemporary technique for at least two semesters.

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

**NOTE:** The requirements for a Major in Dance Education (B.A. degree) are currently being reviewed and they may be substantially revised for the 2010-2011 *Bulletin*. If the requirements are revised, students normally subject to the degree requirements of this *bulletin* (2009-2010) with a Major in Dance Education (B.A. degree) will be subject to the revised major requirements. In that case, students would not necessarily be subject to any other changes in degree requirements between the 2009-2010 and 2010-2011 *Bulletins*. Students majoring in Dance will be notified of the revisions or lack thereof by the Division Head and/or the Registrar as soon as possible. During this

transitional year, advisors will recommend courses to students that are intended to satisfy the eventual requirements for Graduation.

In General Education core, Physical Education and Health Promotion 102 must be taken to satisfy the Health and Wellness requirement, Biology 325 must be taken to satisfy the Natural Science requirement, and Dance 210 must be taken to satisfy the Fine Arts requirement. Music 230 and Theatre 105 must be taken to meet the degree specific General Education requirements. Major requirements (42 hours) are Dance 107, 139, 206, 207, 220, 308, 350 or 351, 475, 481LS; 4 semester hours from Dance 181, 182, 283, 284, 385, 386, 487, 488; 5 semester hours from Diversity in Dance 100, 115, 116, 200, 215, 216, 300, 315, 316, 400, 415, 416; 8 semester hours in Contemporary Dance technique and improvisation from Dance 103, 121, 123, 201, 203, 221, 223, 301, 303, 321, 323, 401, 403, 421, 423; 7 semester hours in Ballet technique from Dance 102, 104, 122, 124, 202, 204, 222, 224, 302, 304, 322, 324, 402, 404, 422, 424.

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

**NOTE:** The requirements for a Major in Dance Education (B.A. degree, certifying to teach) are currently being reviewed and they may be substantially revised for the 2010-2011 *Bulletin*. If the requirements are revised, students normally subject to the degree requirements of this *bulletin* (2009-2010) with a Major in Dance Education (B.A. degree, certifying to teach) will be subject to the revised major requirements. In that case, students would not necessarily be subject to any other changes in degree requirements between the 2009-2010 and 2010-2011 *Bulletins*. Students majoring in Dance will be notified of the revisions or lack thereof by the Division Head and/or the Registrar as soon as possible. During this transitional year, advisors will recommend courses to students that are intended to satisfy the eventual requirements for Graduation.

In General Education core, Physical Education and Health Promotion 102 must be taken to satisfy the Health and Wellness requirement, Biology 325 must be taken to satisfy the Natural Science requirement, Dance 210 must be taken to satisfy the fine arts requirement; a U.S. History, History 345, or Political Science 101 for three semester hours; a Physical Science laboratory course for four semester hours; and Music 230 must be taken to satisfy the degree-specific requirements. Major requirements (36 hours) are Dance 107, 139, 206, 220, 307, 308, 350; 1 semester hour from Dance 181, 182, 283, 284, 385, 386, 487, 488; 5 semester hours from Diversity in Dance 100, 115, 116, 200, 215, 216, 300, 315, 316, 400, 415, 416; 7 semester hours in Ballet technique from Dance 102, 104, 122, 124, 202, 204, 222, 224, 302, 304, 322, 324, 402, 404, 422; 7 semester hours in Contemporary Dance technique and improvisation from Dance 103, 121, 123, 201, 203, 221, 223, 301, 303, 321, 323, 401, 403, 421, 423. The following courses must be taken as restricted electives for certification (34 s.h.): Education 230, 262 (1 s.h.), 318, 362 (1 s.h.), 485LS, Special Education 332, and Dance 207, 233, 234, 351, 494.

### **Major in Music**

Program Coordinator: Rebecca Johnston, Ph.D.

All students who major in music are encouraged to become leaders in the art of music. Whether they are performing in seminar, on student recital, or in an ensemble production, developing their talent through the discipline of practice, studying supporting music courses, volunteering their musical services on or off campus, or presenting their final capstone experience, students are demonstrating that they are courageous, committed, confident, and competent. Music training at Columbia College can be pursued in the context of a general Bachelor of Arts degree. Individual programs of study in music may also be designed through the Center for Contractual Studies.

#### **Advanced Placement:**

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

**Theory Placement:** All new music students must take a placement examination in music theory before registering for classes. The purpose of the exam is not to exclude anyone but, rather, to ensure proper placement in music theory.

**Special Students:** Upon the approval of the Provost, and provided the teaching schedule permits, non-degree students may be accepted as private students in the studios of the individual teachers of the Music Program. They

will not be admitted to theoretical courses in the division unless they meet the entrance requirements of regular students.

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

48 semester hours in music, including 10 hours in applied music, 7 hours in ensemble, Music 100, 101, 102, 103, 104, 201, 202, 203, 204, 206, 304, 365, 366, 370LS or 399LS. Prior to graduation students must pass both piano and voice proficiency examination.

NOTE: The Requirements for a Major in Music (B.A. degree) are currently being reviewed and they may be substantially revised for the 2010-2011 *Bulletin*. If the requirements are revised, students normally subject to the degree requirements of this *Bulletin* (2009-2010) with a Major in Music will be subject to the revised major requirements. In that case, students would not necessarily be subject to any other changes in degree requirements between the 2009 - 2010 and 2010 – 2011 *Bulletins*. Students majoring in Music will be notified of the revisions or lack thereof by the Division Head and/or the Registrar as soon as possible. During this transitional year, advisors will recommend courses to students that are intended to satisfy the eventual requirements for graduation.

### **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.

(1) Students may elect to enroll in Art 399LS, an academic course that must be taken in conjunction with Art 360, Art 364, Art 366, and/or Art 495. The students would be expected to complete a leadership project related to Art 360, Art 364, Art 366 and/or Art 495. Students will become familiar with the competencies required in professional academic and creative research and presentation.

(2) Students may elect to enroll in Art 370GL, Art 370ML, Art 370PL, and/or Art 370SL. These courses are internships, experiential learning opportunities where students are challenged to develop confidence in their field within the context of real life situations.

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 100, 108, 109, 151, 152; twelve hours chosen from 200, 208, 210, 230, 252, 271, 285 (at least three semester hours must be 210 or 252); three hours chosen from Art 300, 308, 310, 330, 352, 371, 384; three hours chosen from Art 400, 408, 410, 430, 452, 471, 484; six additional upper level studio hours chosen from 300, 306, 308, 310, 330, 352, 370GL, 370PL, 370SL, 371, 384, 400, 408, 410, 430, 452, 471, 484, 495; eleven hours chosen from Art 205, 261, 262, 360, 363, 364, 366, 367, 368, 369, 370ML (maximum of 3 s.h. toward major requirements). There are no restricted electives.

### **Requirements for a Major in Studio Art (B.A. degree, Certifying to Teach K-12):**

The aesthetics requirement in General Education may not be met with a course in Art. In addition to the core requirements, a student must take U.S. History, History 345 or Political Science 101 for 3 semester hours; a second laboratory science from a different area (one must be biological and the other physical science) for 4 semester hours; and Art 241 to meet degree specific requirements. Major courses (49 semester hours) are Art 100, 108, 109, 151, 152, 200, 210, 230, 252, 261, 262, 363; three hours chosen from Art 360, 364, 366, 368, 369; three hours chosen from Art 300, 308, 310, 330, 352, 371, 384; three hours chosen from Art 400, 408, 410, 430, 452, 471, 484; six additional upper level studio hours chosen from Art 300, 306, 308, 310, 330, 352, 370GL, 370PL, 370SL, 371, 384,

400, 408, 410, 430, 452, 471, 484, 495. The following 30 hours in professional education courses must be taken: Education 230, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 420A, 485, and Special Education 332.

## **Minor Programs**

### **Minor in Art**

Program Coordinator: Stephen Nevitt, M.A.

Requirements: 18 semester hours in Art beyond General Education requirements.

### **Minor in Art History**

Requirements: 18 semester hours in Art including Art 261, 262, and twelve semester hours chosen from Art 100, 205, 363, 364, 366, 368, 369, and 370ML (no more than six semester hours in 370ML toward Art History Minor) and Art 399LS (only when co-enrolled with Art 360, 364, 366).

### **Minor in Communication**

Program Coordinator: Jason Munsell, Ph.D.

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

Requirements: 17 or 19 semester hours in addition to Communication 100. Required courses are Communication 210, 220, 240, 400, and Computer and Information Science 137 or Computer and Information Science 140; and 6 semester hours selected from Communication 110, 200, 250, 270K, 280, 300, 310, 320, 330, 340, 350, 360, 380, 399LS, Theatre 107, and English 205. No more than three hours of 399LS may count toward the minor. No more than three semester hours in internships may count toward the minor.

### **Minor in Dance**

Program Coordinator: Wrenn Cook, M.Ed.

Requirements: 18 semester hours in Dance. Required courses are Dance 100; 103 and 201 (2 s.h.) or 102 and 202 (2 s.h.); 105; 115; 139; 206; 207; and 6 semester hours chosen from Dance 107, 116, 181, 182, 200, 210, 220, 233, 308, 340. Each minor would be subject to placement, prerequisites, and consent of instructor for each elective class. Students wishing to declare dance as a minor must have a conference with the dance Program Coordinator to go over the expectations of the dance minor program. No scholarships available for a dance minor. The minor in Dance is not available to students majoring in any Dance major.

### **Minor in Music**

Program Coordinator: Rebecca Johnston, Ph.D.

Requirements: 18 semester hours in music to include the following: 8 s.h. Applied, 3 s.h. Ensemble, Music 100, 101 and 102. Students wishing to declare music as a minor must audition for acceptance to the program. Students enrolled in the music minor program would be eligible for music scholarships to help cover the cost of applied lessons for a maximum of 8 semesters.

### **Minor in Theatre**

Program Coordinator: Sara Nalley, M.A.

The Minor in Theatre promotes active engagement in the arts through an understanding and appreciation of the fundamentals of theatre.

Requirements: 15 semester hours. Required courses are Theatre 105, 107, and 205; and 6 semester hours selected from Theatre 295, 296, 270D, 270E, 270F, 270G, 270J, 305, 395, 396, 495, 496, Communication 110, and 280. No more than three semester hours of internships may count toward the minor.

# Division of Behavioral Study and Human Inquiry

Division Head: Elaine Ferraro, Ph.D.

## Division Faculty

Professor:

Elaine Ferraro, Ph.D. [Sociology]  
Tandy McConnell, Ph.D. [History]  
Diane Thompson, Ph.D. [Social Work]  
Michael Wiederman, Ph.D. [Psychology]

Associate Professor:

Rowan Crews, Jr., Ph.D. [Religion]  
Joyce Fields, Ph.D. [Child and Family Studies]  
Hyman Rubin, III, Ph.D. [History]  
Edward Sharkey, Ph.D. [Political Science]  
Karen Thompson, Ph.D. [Psychology]  
Sister Catherine (Lisa) Unterseher, OSB, Ph.D. [Religion]

Assistant Professor:

Sharon Jones, Ph.D. [Political Science]  
Heather Matthusen, Ph.D. [Philosophy]

Lecturer:

Debra Stayner, M.A. [Human Relations]  
Julie Hawkins, MSW [Social Work]  
Pamela Bond, M.Ed. [Behaviorial Studies]

The Division of Behavioral Studies and Human Inquiry offers major programs in Behavioral Science, Child and Family Studies, History, Political Science, Psychology, Public Affairs, Religion, and Social Work. It also offers minor programs in Child and Family Studies, History, International Studies, 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: Debra Stayner, M.A.

**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):**

Biology 105 must be taken to satisfy the natural science requirement of the General Education core curriculum. Sociology 151 must be taken to satisfy the social science requirement of the core curriculum. Anthropology 131 is required as part of the degree specific General Education courses. Major courses (32 hours) are Psychology 300, 301, and 302; Sociology 268, 325, 349, and 473; six additional hours selected from Psychology courses numbered above 200; and six hours selected from Sociology courses numbered above 200. Restricted electives are Sociology 163 and Psychology 102.

**Major in Child and Family Studies**

Program Coordinator: Joyce Fields, 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 Child and Family Studies (B.A. degree):**

Biology 105 must be taken to satisfy the natural science requirement of the General Education core curriculum. Sociology 151 or 163 must be taken to satisfy the social science requirement of the core curriculum. Anthropology 131 and Psychology 102 are required as part of the degree specific General Education courses. Major courses (36-37 hours) include the basic requirements (12 hours) of Ed 325, Sociology 221, Sociology 255, and Sociology/SW 320 and an emphasis requirement chosen as one of the following:

**Child and Family Services** (24 hours): Sociology/SW 310, Sociology 268, Sociology 300, Sociology 318, Sociology 349, Sociology 470A, Sociology 473 and one elective selected from Business 302, Psychology/Sociology 240, Psychology 342, Social Work 350, Social Work 480 or Special Education 332.

**Early Care and Education** (25 hours): Education 259, Education 329, Education 346, Education 358, Education 368, Education 377, Education 459, Education 471 and Special Education 332.

**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):**

39 semester hours in History beyond the General Education requirements. Major courses are History 200, 207, 208, 470LS, 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):**

39 semester hours beyond the General Education requirements. Political Science 101 must be taken to satisfy the social science requirement of the core curriculum. Required courses are Political Science 220, 225, 303, 420, 467, 470LS and 493. A maximum of 6 semester hours in History may be counted toward the remaining 15 hours with the approval of the program, but internships may not be counted toward the fifteen additional hours.

**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 (35 hours) are Psychology 102, 300, 342, 349, 374, 396, 473 and one course from each of the following groups (Psychology 240,350, 430); (Psychology 301,302); (Psychology 360, 421, 459); (Psychology 210, 282, 325) and one 3 s.h. Psychology elective numbered above 200.

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

Major courses (38 hours) are Psychology 102, 300, 342, 349, 374, 396, 473 and one course from each of the following groups (Psychology 240,350, 430); (Psychology 301, 302); (Psychology 360, 421, 459); (Psychology 210, 282, 325); 3 semester hours in research internships, and one 3 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 or 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 satisfy the social science requirement of the core curriculum. Required courses are American History (two courses selected from History 207, 208, 345); Political Science 250, 420, 470LS; and at least fifteen hours chosen from among the following: any History or Political Science course; Business 261, 262, 301, 302, 471; Communication 220, 240, 250; Economics 201; Leadership 201; Psychology 300 or Mathematics 140; Sociology 268, 300; Writing 305.

**Major in Religion**

Program Coordinator: Rowan Crews, 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 helps to prepare students for leadership roles in a variety of professional fields.

*The Leadership Semester in Religion*

**Philosophy of Leadership**

The great world religions insist that as human persons we are called to serve the greater common good. As citizens of a global community, each person is called toward the betterment and improvement of the larger common good in all aspects of human endeavor – artistic, intellectual, social, spiritual, and emotional. A philosophy of leadership rests on these fundamental assumptions by encouraging students to grow in Courage, Commitment, Confidence and Competence. Specifically, a vision of leadership, inspired by religious and ethical values and concerns, is governed by the guiding principle of serving as God's co-creators to build a just, compassionate and humane world for all persons.

**The Leadership Semester**

The purpose of the leadership semester/experience is to provide students an opportunity to integrate classroom learning with internships, service-learning, travel-study, and/or research to explore models of leadership and to provide structured reflections on how religious and ethical values influence and shape various venues of leadership whether in a religious, social, academic and/or political setting. Students pursuing a double major in another field (e.g., social work or psychology) may elect to use their required internship in conjunctions with the leadership semester in religion. Students pursuing a degree in religion may choose Religion 322LS or Religion 399LS (or both) as leadership semester experience. Students may also elect to take Religion 199, Servant Leadership.

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

33 semester hours in addition to the General Education requirements. Religion 127 must be taken to satisfy the Humanities Core General Education requirement in Religion. Required courses are Religion 128, 160, 228, 295, and 495; six hours in the history of philosophy selected from Philosophy 221, 222, and 223; nine hours in Religion or Philosophy at the 300-level or above; and three additional hours in Philosophy or Religion courses.

#### Suggested Advising Tracks

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

1. An emphasis in Theological Studies. For students who are planning to attend seminary and/or who are planning for Christian ministry, suggested courses might include: Religion 301, 302, 322LS, 329, 341, and/or 344.
2. An emphasis in Religious Traditions. For students who desire to pursue a broad range of religious traditions or a more general Religion major, such courses might include 231, 322LS, 329, 340, and/or 341.

### **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 325 must be taken to satisfy the natural science requirement of the General Education core curriculum. Sociology 151 must be taken to satisfy the social science requirement of the general education core curriculum. Psychology 102 and Political Science 101 are required as part of the degree specific General Education courses. Major courses (45 hours) are Social Work 201, 255, 268, 301, 302, 349, 350, 355, 450, 473, 480, 487, 488, and Sociology 300.

## **Minor Programs**

### **Minor in Child and Family Studies**

Program Coordinator: Joyce Fields, Ph.D.

#### **Requirements for a Minor in Child and Family Studies**

15 semester hours. Required courses are Sociology 151 or Sociology 163, Sociology 221, Sociology 310, Sociology 318 and Education 325. Sociology 320 is recommended as an elective.

### **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 International Studies**

Program Coordinator: Sharon Jones, Ph.D.

#### **Requirements for a Minor in International Studies**

18 semester hours in addition to General Education, including Political Science 225, Political Science 303, Spanish/French 380, 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 322/332; French 301/302; English 200; Religion 127, 350; Art 261, 262, 263; Music 206; Dance 115, 116, 215, 216, 315, 316, 415, 416; Leadership 200, 300.



## **Minor in Philosophy**

Program Coordinator: Heather Matthusen, 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 467, Political Philosophy, may be counted as part of the six additional hours. Philosophy 210 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 beyond the General Education requirements.

## **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: Rowan Crews, 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**

12 semester hours in Religion and/or Christian Education in addition to Religion 127, which must be taken to satisfy the Humanities Core General Education requirement in Religion. Required course is Religion 128. One course in philosophy may count toward a minor in Religion.

## **Minor in Social Work**

Program Coordinator: Diane Thompson, Ph.D.

### **Requirements for a Minor in Social Work:**

17 semester hours. Required courses are SW 101, 255, 350, 355, 450 and one course from the following: SW 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

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

## **Division of Business, Mathematics, and Science**

Division Head: Kirt Moody, Ph.D.

### **Division Faculty**

Professor:

Margaret Brinley, Ph.D. [Biology]  
Mona El Shazly, Ph.D. [Business]  
Nieves McNulty, Ph.D. [Mathematics]  
Howard Sanders, Ph.D. [Accounting]

Associate Professor:

Julia Baker, Ph.D. [Chemistry]  
Mary Hutto, M.B.A. [Business]  
Ramiro Lafuente-Rodriguez, Ph.D. [Mathematics]  
Kirt Moody, Ph.D. [Biology]  
Madeleine Schep, Ph.D. [Mathematics]  
Roger Schmidt, Ph.D. [Biology]  
Everett Spell, Ph.D. [Chemistry]

Assistant Professor:

Yuan Li, Ph.D. [Business]  
Adrienne Oxley, Ph.D. [Chemistry]

Visiting Professor:

Louis Rigley, Ph.D. [Biology]

Lecturer:

Kit Chun (Alice) Lou, M.A. [Mathematics]  
Jestine Odom Smith, B.A. [Mathematics]  
Susan Rolfe, M.A. [Business]

The Division of Business, Mathematics, and Science offers major programs in Biology, Business, Chemistry, Computer and Information Science, and Mathematics. It also offers minor programs in Computer and Information Science, Management, Marketing, 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 three areas of concentration: Accounting, Management or Marketing

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.

## Major Programs

### Major in Biology

Program Coordinator: Kirt Moody, Ph.D.

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

Chemistry 121 must be taken to satisfy the natural science requirement for General Education. Chemistry 122 must be taken to count toward degree specific requirements. The mathematics requirement for General Education must be met with Mathematics 104, 107 or 161. Major courses in Biology (37 hours) are Biology 101, 111, 112, 252, 253, 350, 381, and 12 additional hours selected from Biology 201, 265, 301, 310, 321, 325, 326, 401, 413, and 450.

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

The mathematics requirement for General Education must be met with Mathematics 161 or 162. The natural science requirement for General Education must be met with Chemistry 121. Physics 221 and 222 must be taken to meet the additional degree specific requirements. Major courses in Biology (42 hours) must include Biology 101, 111, 112, 201, 252, 253, 350 and 381. A maximum of 4 semester hours in Biology may come from internship, independent study and research. Chemistry 122, 261, and 262 must be taken as specified electives. Biology majors must take Biology 201, 301 or 401 their senior year.

### Major in Business

Program Coordinator: Yuan Li, Ph.D.

Students majoring in Business must complete 31 hours of core business courses and 21 hours in the area of concentration of their choice. All students majoring in Business must take at least 18 hours of the core and 12 hours of the concentration at Columbia College.

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

Economics 201 and Mathematics 107 must be taken to satisfy the social science and mathematics core requirements for General Education. Economics 202 and Mathematics 140 must be taken to count towards the degree-specific requirements. Restricted electives are Writing 305 and Business 350. Major courses (52 hours) are the core courses (31 hours) Business 261, 262, 300, 301, 302, 303, 371, 401, 455 and 470I and the courses (21 hours) in one of the concentration areas of Accounting, Management or Marketing.

Accounting concentration courses are: Business 360, 363, 364, 367, 368, 465 and 466.

Management concentration courses are: Business 333LS, 340, 341, 400LS, 405, 444 and 471.

Marketing concentration courses are: Business 310, 320, 325, 380, 400LS, 405 and 444.

### Major in Chemistry

Program Coordinator: Julia Baker, Ph.D.

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

The natural science requirement for General Education must be met with Physics 221. The General Education mathematics requirement must be met with Mathematics 162. Physics 222 must be taken to count toward the additional degree specific requirements. Major courses in chemistry (33 hours) must include Chemistry 101, 121, 122, 261, 262, 332, 355, and 356.

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

The mathematics requirement for General Education must be met with Mathematics 162. The natural science requirement for General Education must be met with Biology 111. Physics 221 and 222 must be taken to meet degree specific requirements. Major courses in chemistry (38 hours) must include Chemistry 101, 121, 122, 201, 261, 262, 332, 355, and 356. A maximum of 4 hours in Chemistry may come from internship, independent study and research. Biology 112 must be taken as a specified elective. Chemistry majors must take Chemistry 201, 301 or 401 their senior year.

## **Major in Computer and Information Science**

Program Coordinator: Madeleine Schep, Ph.D.

### **Requirements for a Major in Computer and Information Science with concentration in Computer Science (B.S. degree):**

Mathematics 161 must be taken to satisfy the mathematics core requirements for general education. The degree specific requirement must be satisfied by a course sequence in the physical or biological sciences. Major courses are 36 hours in Computer and Information Science (CIS): 111, one of Computer and Information science 120 or 141, 211, 212, 221, 313, 314, 410, 3 semester hours in Computer and Information Science 470 or 498, and 9 additional hours chosen from Computer and Information Science courses numbered 200 or higher. In addition, the following courses must be taken: Mathematics 150, 251, 353 and an additional mathematics course numbered above 161, Economics 201, and Business 401 or 405. These additional courses may be used to satisfy general education requirements, or requirements for a minor or a second major.

### **Requirements for a Major in Computer and Information Science with concentration in Information Science (B.A. degree):**

Mathematics 107 must be taken to satisfy the mathematics core requirement for General Education. Major courses are 33 hours in Computer and Information Science (CIS) 111, one of Computer and Information science 120 or 141, 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 140 and 150, 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.

### **Requirements for a Major in Computer and Information Science with concentration in Information Science (B.S. degree):**

Mathematics 161 must be taken to satisfy the mathematics core requirement for General Education. The degree specific requirement must be satisfied by a course sequence in the physical or biological sciences. Major courses are 36 hours in Computer and Information Science (CIS) 111, one of Computer and Information science 120 or 141, 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 and 150, 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.

## **Major in Mathematics**

Program Coordinator: Nieves McNulty, Ph.D.

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

The mathematics requirement for General Education must be met with Mathematics 161. Major courses are 35 hours in mathematics courses numbered 150 or above and must include Mathematics 263, 305, 353, 360, 405, 464, 480, and at least 3 semester hours in Mathematics 470A or 498. Computer and Information Science 211 may count toward the 35 hours. Honors 498 may be substituted for Mathematics 498 with the consent of the program. There are no restricted electives.

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

The mathematics requirement for General Education must be met with Mathematics 161. As part of the degree specific requirement, in addition to the core requirements, a student must take U.S. History, Political Science 101, or History 345 for 3 semester hours; a second laboratory science from a different area (one must be biological and the other physical science.) for 4 semester hours; and a second fine arts from a different area. Major courses (32 hours) are Computer and Information Science 211, Mathematics 150, 162, 263, 305, 325, 353, 350 or 360, 405, and 480. The following 30 hours in professional education courses must also be taken: Education 230, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 420M, and 485 and Special Education 332.

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

The mathematics requirement for General Education must be met with Mathematics 161. At least one course in Physics must be used to meet the General Education distribution or degree-specific requirements. Major courses are 41 hours in mathematics courses numbered 150 or above and must include Mathematics 150, 263, 305, 353, 360, 405, 464, 480, and at least 3 semester hours in Mathematics 470A or 498. Computer and Information Science 211 must be taken and it counts towards these 42 hours. Computer and Information Science 212 may count towards these 42 hours. Honors 498 may be substituted for Mathematics 498 with the consent of the program coordinator. There are no restricted electives.

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

The math requirement for General Education must be met with Mathematics 161. In addition to the core requirements, a student must take U.S. History, Political Science 101, or History 345 for 3 semester hours; complete one of the following sequences from Biology 111 and 112, Chemistry 121 and 122, Chemistry 261 and 262, and Physics 221 and 222; (Both biological and physical science must be represented between the core requirements and these specific sequences.); and a second fine arts from a different area. Major courses (38 hours) are Computer and Information Science 211, Mathematics 150, 162, 263, 305, 325, 353, 350, 360, 405, and 480 and three additional hours chosen from Mathematics 251, 470A or Computer and Information Science 212. The following 30 hours in professional education courses must also be taken: Education 230, 240, 260 (1 s.h.), 318, 360 (2 s.h.), 420M, and 485 and Special Education 332.

## Minor Programs

**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:**

Eighteen hours including Computer and Information Science 111 and 141, and 12 additional hours chosen from Computer and Information Science courses numbered 140 and higher.

**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 302, 340, 341, 405, and 471. Minor in Management is not available to students majoring in Business.

**Minor in Marketing**

Program Coordinator: Yuan Li, Ph.D.

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

**Requirements for a Minor in Marketing:**

Fifteen semester hours in Business. Required courses are Business 303, 310, 325, 380 and 405. Minor in Marketing 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.

## Other Programs

### Premedical Program

Program Director: Margaret Brinley, Ph.D.

The Premedical Program at Columbia College is designed to guide students in their preparation for admission to medical, dental, veterinary, or other health-related professional programs offered by other institutions.

Admission to the program requires:

1. An SAT score of at least 1100.  
(A student with a lower score may be admitted to the program after maintaining at Columbia College a minimum cumulative GPA of 3.3 and a minimum GPA of 3.3 in the major for one year.)
2. Completion of Biology 111, 112 and Chemistry 121,122 by the end of second year.
3. Completion of Mathematics 161.
4. Completion of all developmental coursework required, if any, at Columbia College.

Remaining in the program requires:

1. A minimum cumulative GPA of at least 3.3 and a minimum GPA of 3.3 in the major.
2. Regular attendance at Premedical Club meetings and participation in Club service.
3. Meetings with academic advisors to plan a course of study for MCAT, DAT, or other standardized graduate admissions tests.

Students are expected to pursue summer internships in their chosen fields. Students who want recommendations from the science faculty for medical, dental, veterinary, or other health-related professional programs are advised to participate in the Premedical Program. The completion of these requirements does not guarantee the endorsement of the science faculty, nor does it guarantee acceptance into professional or graduate programs.

## Division of Education

Division Head: Mary Stepling, Ph.D.

### Division Faculty

Professor:

Richard Krejci, Ph.D. [Physical Education and Health Promotion]  
Lynne Noble, Ph.D. [Early Childhood Education]  
Leigh Ann Spell, Ph.D. [Speech Language Pathology]  
Mary Stepling, Ph.D. [Speech Language Pathology]

Associate Professor:

Sandra Ayers, Ph.D. [Early Childhood Education]  
James Lane, Ph.D. [Elementary Education]  
Doris Layton, Ph.D. [Divergent Learning]  
Tracy West, Ph.D. [Special Education]

Assistant Professor:

Cynthia Bryant, Ph.D. [Special Education]  
Chris Burkett, Ph.D. [Divergent Learning]  
Loren Ryan, Ph.D. [Elementary Education]

Senior Lecturer:

Charles Lee, Ph.D. [Divergent Learning]

Lecturer:

Peggy Ondrea, M.A. [Physical Education and Health Promotion]

Directors:

Susanne Brown, Director of Teacher Education  
Kathy Coskrey, Director of Field Experience for Education

The Division of Education offers undergraduate majors in the areas of Early Childhood Education, Elementary Education, Special Education, Speech Language Pathology, and Middle Level Education. It also provides courses in Physical Education and Health Promotion.

### **Physical Education and Health Promotion**

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** (PEA), **Health Education** (Physical Education and Health Promotion), and **Special Offerings** (Physical Education and Health Promotion). 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.

### **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 Art, Dance, English, Mathematics, and Music-Choral and Instrumental. A Master of Education program is offered in Divergent Learning (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.columbiacollegesc.edu](http://www.columbiacollegesc.edu).

### **Target Point One**

The first Target Point indicates the intention to become a certified teacher and will be met by Freshmen in March. Transfer students will meet Target Point One in the first semester after they complete 12 s.h. at Columbia College. On the scheduled Target Point One date 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. Note that all three Praxis I tests must be passed before enrollment in education courses; but Target Point 1 can be met by **taking** Praxis I. The student must provide evidence to the division of a total score of 1100 on the SAT, 1650 on the combined SAT or 24 on the ACT in order to waive the Praxis I requirement.
2. A Speech and Hearing Screening to identify possible articulation, voice, fluency, language or hearing disorders
3. An Oral Interview assessing proficiency in spoken communication

### **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
- Meet Columbia College proficiency requirements in reading, writing and math
- 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 for certification

### **Target Point Six**

A follow-up assessment is completed on candidates two years 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 1100 on the SAT, 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 failed, it may be repeated only once.

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 math requirement for General Education. Sociology 221 must be taken to satisfy the social science requirement for General Education. Dance 105 or Theatre 105 must be taken to satisfy the fine arts requirement for General Education. The degree-specific General Education additional hours requirements are a U.S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and Art 342. Major courses (35 hours) are Music 343, Education 322, 325, 346, 351, 352, 354, 358, 361, 377, 431, and 459. The following 35 hours in professional education must also be taken: Education 110, 230 (or Education 203 & 253), 259, 260 (1 s.h.), 318, 328, 329, 360 (2 s.h.), 368, 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 math requirement for General Education. Dance 105 or Theatre 105 must be taken to satisfy the fine arts requirement for General Education. The degree-specific General Education additional hours requirements are a U.S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and Art 342. Major courses (21 hours) are Music 343, Education 351, 352, 354, 357, 361, 377, and 431. The following 44 hours in professional education must also be taken: Computer and Information Science (1 s.h. from Computer and Information Science 131, 134, or 137), Mathematics 119, Physical Education and Health Promotion 101, Education 110, 203, 253, 259, 260 (1 s.h.), 318, 328, 329, 360 (2 s.h.), 368, 485LS, 486LS, and Special Education 332.

### **Major in Middle Level Education**

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

The degree-specific General Education requirements are a U. S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and a fine arts for 3 hours in an area other than that already taken for General Education credit. Major courses (28 hours) are Education 110, 230, 259, 318, 368, 381, 383 385; Special Education 332; and 6 hours from Education 420N, 420E, 420M, and/or 420S. Candidates must also take the following 15 hours in Professional Education: Education 260, Education 360, and Education 485. 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, 365; Education 478; and Writing 335. Students with this concentration must choose English 220, 230, 240, 250, or 375 to meet the general education humanities requirement.

Mathematics (16 hours): Mathematics 150, 161, 325, 353, 480. Students with this concentration must choose Mathematics 117 to satisfy the general education mathematics requirement.

Science (12 hours): Physics 221, Physical Science 122 and 125. Students with this concentration must choose Biology 111 to fulfill the general education natural sciences requirement and Chemistry 121 to fulfill part of the degree-specific requirements.

Social Studies (15 hours): Geography 164, History 220, and 3 hours each in Anthropology, Economics and Sociology. Students with this concentration must take Political Science 101 to fulfill the general education social sciences requirement and History 207 or 208 must be used to satisfy part of the degree-specific requirements.

### **Major in Special Education**

Program Coordinator: Tracy West, Ph.D.

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

Mathematics 117 must be taken to satisfy the math requirement for General Education. Sociology 221 must be taken to satisfy the social science requirement for General Education. The degree-specific General Education additional hours requirements are a U.S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and a fine arts for 3 s.h. in an area other than that already taken for General Education credit. Major courses (24 hours) are Education 322, 351, 352, 431, Special Education 335, 363 (3 s.h.), 436, and 450. The following 40 hours in professional education must also be taken: Education 110, 203, 253, 259, 260 (1 s.h.), 318, 328, 329 (2 s.h.), 368, 485LS, 486LS (2 s.h.), Special Education 329 (1 s.h.), Special Education 332, and Special Education 361(3 s.h.).

### **Major in Speech Language Pathology**

Program Coordinator: Leigh Ann Spell, Ph.D.

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

Psychology 102 must be taken to satisfy the social science requirement and Mathematics 140 must be taken to satisfy the math requirement for General Education. The degree-specific General Education additional hours requirements are a U.S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and a fine arts for 3 hours in an area other than that already taken for General Education credit. 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 15 hours in professional education must also be taken: Education 203, 253, 318, 368, and Special Education 332.

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

Psychology 102 must be taken to satisfy the social science requirement and Mathematics 140 must be taken to satisfy the math requirement for General Education. The degree-specific General Education additional hours requirements are a U.S. History, History 345, or Political Science 101 for 3 hours, a natural laboratory science in a different area (one must be biological and the other physical science) for 4 hours, and a fine arts for 3 hours in an area other than that already taken for general education credit. Major courses (45 hours) are Speech Language Pathology 257, 258, 259, 261 (4 s.h.), 310, 318, 325, 360, 376, 380, 384, 387, 460 (2 s.h.), 477, 482, 484 and 486LS. The following 9 to 11 hours of restricted electives are also required: Education 203, 368, Special Education 332 and any other course in Special Education.

## **Division of Languages and Literatures**

Division Head: Michael C. Broome, Ph.D.

### **Division Faculty**

Professor:

Christine Hait, Ph.D. [English]  
Melissa Heidari, Ph.D. [English]  
Charles Israel, Ph.D. [English]

Sandra O'Neal, Ph.D. [English]  
Nancy Tuten, Ph.D. [English]  
John Zubizarreta, Ph.D. [English]

Associate Professor:

Michael Broome, Ph.D. [English]  
Maria LaMonaca, Ph.D. [English]

Assistant Professor:

Paul Carranza, Ph.D. [Spanish]  
Calley Hornbuckle, Ph.D. [English]  
Corinne Mann-Morlet, Ph.D. [French]  
Sandra Young, Ph.D. [English]  
Rocio Zalba, Ph.D. [Spanish]

Senior Lecturer:

Claudia Brinson, M.A. [English]

Lecturer:

Helen Rapoport, J.D. [English]  
Lauren Speece, M.A.T. [Spanish]

The Division of Languages and Literatures offers major programs in English (Business and Professional Writing, Literary Studies, and Teacher Certification) and Spanish and minor programs in Business and Professional Writing, English Literature, French, International Studies, Journalism, Public Relations Writing, and Spanish.

The English major programs seek to promote competency in written expression and in the critical appreciation of literature. Special attention is given to those who plan to become teachers of English; those who plan to do graduate study in English, law, or journalism; and those who plan to enter business, industry, and government in vocations requiring English communication skills. An English Education Program prepares students for teaching careers in secondary and post-secondary institutions.

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

### Major in English

Program Coordinators: Claudia Brinson, M.A. [Business and Professional Writing]  
Melissa Heidari, Ph.D. [Literary Studies]  
Sandra Young, Ph.D. [Teacher Certification]

### Leadership in the English Major

The English major prepares its graduates for leadership in their communities and in a variety of professions, including teaching, law, business, and journalism. It enhances students' critical thinking, reflective judgment, and

communication skills. In addition, it challenges students to explore new ideas and provides 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):**

Major courses include 36 semester hours beyond the General Education requirements in English. English 325 must be taken to count toward the humanities requirement in General Education. These 36 hours must include English 201, 205, 275, 285, 315; 495; Writing 335; 15 hours in literature courses distributed as follows: at least 6 semester hours from English 210, 220, 230, 355, 420B (British emphasis) and at least 6 semester hours from English 240, 250, 340, 365, 372, 375, 420A (American emphasis). Note: Only 3 semesters hours of English 420A or English 420B may count in the 15 hours of literature courses.

The degree-specific additional hours required in General Education are a U.S. History, Political Science 101, or History 345 for 3 hours; a second natural science from a different area (one must be biological and the other physical science) for 4 hours; and an aesthetics in a second area for 3 hours. Students must also take the following 36 semester hours in professional education: English 200, Education 230, 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 a Major in English, Business and Professional Writing Track (B.A. degree):**

40 semester hours beyond the General Education requirements in English. English 325 must be taken to count toward the humanities requirement in General Education. These 40 hours must include English 201, 205, 275, 285; 6 hours in literature, English language, film courses selected from English 200, 210, 220, 230, 240, 250, 310, 315, 340, 350, 355, 365, 372, 375, 381; Writing 200, 245/246, 370/470; 12 hours in writing, art, and communication courses selected from Writing 225, 235, 305, 320, 325, 330, 335, 345, 405, 415 or Art 285, 384, or Communication 280 (only one course from Art 285, Art 384, or Communication 280 may count toward the 12 hours); English 495.

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

39 semester hours beyond the General Education requirement in English. English 325 must be taken to count toward the humanities requirement in General Education. These 39 hours must include English 201; 205; 275; 285; 12 hours of literature survey courses selected from English 200, 210, 220, 230, 240, 250; 6 hours of advanced literature, English language, or film courses selected from English 310, 315, 340, 350, 355, 365, 372, 375, 381 or French 420, 431, 440, 442, 450, 451 or Spanish 420, 451, 452, 460, 480, (only 3 hours from French or Spanish literature courses may count toward the 6 hours); 3 hours in an advanced seminar selected from English 410, 420, 430, 485; English 495; 3 hours in an advanced seminar selected from English 410, 420A, 420B, 430, 485; English 495; 3 hours in a writing course numbered 200 or above

## **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):**

Three hours of Humanities distribution requirements must be met with Spanish 305, 375, 420, 451, 452, or 460. Major courses are thirty-two semester hours in Spanish beyond General Education requirements: Spanish 310, 340, 341, 360, 495 and 399LS; three semester hours from 345 or 351; six semester hours chosen from Spanish 375, 420, 451, 452 and 460; three semester hours chosen from 365, 370, 481, and 485; and an additional six semester hours from any course numbered 300 or higher, except Spanish 305.

## Minor Programs

### **Minor in English**

Program Coordinators: Claudia Brinson, M.A. [Business and Professional Writing]  
Melissa Heidari, Ph.D. [Literary Studies]

#### **Requirements for a Minor in Business and Professional Writing:**

15 semester hours beyond the General Education requirements, chosen from Writing 200, 225, 235, 305, 320, 325, 330, 335, 405, and 415.

#### **Requirements for a Minor in English, Literature:**

12 semester hours beyond the General Education requirement, chosen from English 200, 210, 220, 230, 240, 250, 285, 325, 375, 410, and 420.

#### **Requirements for a Minor in Journalism:**

15 semester hours beyond the General Education requirement, chosen from English 205 and Writing 200, 225, 320, 325, 330, 335, and 405.

#### **Requirements for a Minor in Public Relations Writing:**

15 semester hours beyond the General Education requirements, chosen from Writing 200, 225, 235, 305, 320, 330, 335, and 415.

### **Minor in French**

Program Coordinator: Corinne Mann-Morlet, Ph.D.

#### **Requirements for a Minor in French:**

12 semester hours at the 300 level or above in French in addition to the General Education requirement.

**NOTE:** The Requirements for a Minor in French are currently being reviewed and may be substantially revised for the 2010-2011 *Bulletin*. If the requirements are revised, students normally subject to the degree requirements of this *Bulletin* (2009-2010) with a Major in French will be subject to the revised major requirements. In that case, students would not necessarily be subject to any other changes in degree requirements between the 2009 - 2010 and 2010 – 2011 *Bulletins*. Students majoring in French will be notified of the revisions or lack thereof by the Division Head and/or the Registrar as soon as possible. During this transitional year, advisors will recommend courses to students that are intended to satisfy the eventual requirements for graduation.

### **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 380, 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 345/351; French 345/351, 380; 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:**

12 semester hours at the 300 level or above in Spanish in addition to the General Education requirement.

# Course Descriptions

## Anthropology

ANTH 131. **Introduction to Cultural Anthropology.** A survey of the world of primitive man with concentration upon ancient man, prehistoric culture, and cultural dynamics. 3 s.h.

ANTH 135. **Anthropological Basis of Dance.** This survey of the history, aesthetics, and motivation of dance includes the study of dance forms from the earliest known expressions of man to the refinement of form in the early Renaissance. The religious, social, political, and cultural context of man's movement expressions permits a basis for understanding the broad role of dance in human civilization. (Also listed as Dance 135.) 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 390. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

ANTH 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 490. **Special Problems.** A course not currently listed by the division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

ANTH 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ANTH 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 100. **Writing for Art Majors.** This course is designed to help students developing necessary research, writing and presentation skills in art history. Students will learn how to analyze, research, interpret, and evaluate art

in written format and oral presentation. Each student will work on several drafts, a final paper and an oral presentation at the end of the semester. 1 s.h.

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.** (Prerequisite: Art 151.) 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 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 Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration for the course. 1-6 s.h.

ART 192. **Independent Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration 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 handbuilding 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 241. **Methods of Teaching Art in the Elementary School.** The study of general methods and theories of curriculum, instruction, classroom management, and assessment needed by the collaborative art professional in the elementary school. Instruction will include diagnostic/prescriptive teaching techniques for all pupils, including exceptional students. The impact of standards, research, diversity, and technology will be integrated throughout the course. 3 s.h.

ART 252. **Beginning Sculpture.** (Prerequisite: Art 152.) A course designed to afford students the opportunity to explore the various media and techniques used by traditional and contemporary sculptors. 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 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.** (Prerequisite: Consent of Instructor.) Individual on-the-job experience under faculty supervision with evaluation based on appropriate evidence of achievement according to specific goals outlined prior to the work experience. 1-4 s.h.

ART 271. **Beginning Graphic Design.** (Prerequisites: Art 109 and 151.) 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 Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration for the course. 1-6 s.h.

ART 292. **Independent Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration 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 310. **Intermediate Ceramics.** (Prerequisite: Art 210.) A focus upon the creation of traditional and contemporary clay forms. Emphasis is also on glaze calculation, kiln loading and firing techniques. 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 ceramics. 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 352. **Intermediate Sculpture.** (Prerequisite: Art 252.) Investigation of a number of contemporary issues facing sculptors today to enable the student to develop a personal style in response to those issues. 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 sculpture. 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 363. **History of Art: Modern.** (Previously offered as Art 163 and Art 263; open only to sophomores, juniors and seniors.) Historical survey of painting, sculpture, and architecture of the 20<sup>th</sup> and 21<sup>st</sup> 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 21<sup>st</sup> 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.) Historical survey of visual art works including selected feature films by African American artists from the 17<sup>th</sup> 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 367 History of Art: Medieval World.** (Open only to sophomores, juniors and seniors.) Survey of architecture, painting and sculpture in Europe during the Middle Ages (c. 300-1400). Focus on analysis and iconographical interpretation of art works. Discussions and student research should result in a thorough experience of the interdisciplinary approach during the Middle Ages, especially the connections between art, religion, philosophy and history. 3 s.h.

**ART 368. History of Art: German Expressionism.** (Open only to sophomores, juniors and seniors.) Survey of the German Expressionist movement (early 20<sup>th</sup> 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 369. Art History Through Popular Sources.** (Previously offered as Art 390F.) (Open only to juniors and seniors.) Using popular sources as a starting point, such as art historical novels and movies, this course aims at comprehensive learning and research experiences through uncovering truth and fiction in the sources. Students will learn the art historical periods in question as well as about art historical concepts and methods. Engaged discussions and collaborative student research should result in thorough experience of the discipline as well as numerous encounters with other disciplines, such as history, religion, philosophy, literature, and filmmaking. While embedded in art history, this course embraces all neighboring disciplines and reaches across all cultures and races. This course may be repeated for credit multiple times as long as the theme is different. 3 s.h.

**ART 370GL. 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 370ML. 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, gallery, or other related government agency or private business. 1-4 s.h.

**ART 370PL. 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 370SL. **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 Color Slide Photography.** (Prerequisite: Art 285. Student must have access to a camera with manual control of exposure and focus.) An intermediate level course emphasizing color 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 color 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 Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration for the course. 1-6 s.h.

ART 392. **Independent Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration 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, 364, 366, 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 410. **Advanced Ceramics.** (Prerequisite: Art 310.) A senior level capstone studio course in ceramics. 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 ceramics. 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 452. **Advanced Sculpture.** (Prerequisite: Art 352.) A senior level capstone studio course in sculpture. 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 sculpture. 3 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 Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration for the course. 1-6 s.h.

ART 492. **Independent Research and Study.** (Prerequisite: Consent of Instructor.) Research and work in a chosen area of art as outlined by the student and approved by the instructor prior to registration 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.** (Three hours lecture and one two-hour laboratory weekly.) (Not for major credit.) General Education course. An introduction to the principles of the life sciences including the scientific method. Fundamentals of molecular and cellular biology, genetics, animal and plant classification and diversity, evolution, and ecology are emphasized. Laboratory periods provide individual study using representative laboratory specimens and exercises. (Not open to students with credit in Biology 111.) 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.** (Three hours lecture and one two-hour laboratory weekly.) (Not for major credit.) General Education course. An introduction to the principles of human biology at the cellular, tissue, organ, and organ systems levels of organization. Human environmental and population issues will also be discussed. The laboratory will focus on organ systems. (Not open to students with credit in Biology 190A or Biology 290C.) 4 s.h.

BIO 111. **Biology I.** (Three hours lecture and one two-hour laboratory weekly.) An introduction to unifying biological principles with emphasis on the scientific method, cytology, metabolism, genetics, and molecular biology. Laboratory exercises will complement lecture topics. 4 s.h.

BIO 112. **Biology II.** (Prerequisite: Biology 111.) (Prerequisite to all other Biology courses.) (Three hours lecture and one two-hour laboratory weekly.) An introduction to the organismic biology of microorganisms, plants, and animals with emphasis on structure, systematic, evolution, ecology, population biology, and environmental science. Laboratory exercises will complement lecture topics. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

BIO 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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 220. **Watershed Ecology.** (Previously offered as Biology/Chemistry 290E.) (Also listed as Chemistry 220.) (Prerequisite: Biology 112 and Chemistry 122.) The course is designed to teach the principles of stressed stream analysis in the Midlands course of major rivers and their tributaries. Topics will include regional geology, hydrology, the work of rivers and groundwater, water pollution and chemical and biotic indices of pollution. Interrelationships among chemistry, biology, and geology will be stressed. 4 s.h.

BIO 252. **General Botany.** (Prerequisite: Biology 112.) (Three hours lecture and one two-hour laboratory weekly.) An introduction to the structure, life processes, and evolution of plants with a survey of fundamental biological facts and principles illustrated by plants. 4 s.h.

BIO 253. **General Zoology.** (Prerequisite: Biology 112.) (Three hours lecture and one two-hour laboratory weekly.) General zoological principles relating to invertebrate and vertebrate animals. 4 s.h.

BIO 265 **Microbiology.** (Prerequisite: Biology 112.) An introduction to the morphology, physiology, classification, immunology, medical importance, and economic significance of microorganisms including bacteria, viruses, molds, yeasts, and protozoa. General principles of immunology will be emphasized. The laboratory work will stress technique and cultivation of microorganisms. (Previously offered as Biology 365.) 4 s.h.

BIO 270. **Internship.** (Prerequisite: Biology 112 and Consent of Instructor.) Individual work under faculty supervision with evaluation based upon appropriate evidence of achievement. 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 Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 1-6 s.h.

BIO 292. **Independent Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 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 310. **Ecology.** (Prerequisite: Biology 252 or 253.) (Two hours lecture and four hours laboratory per week.) A study of the principles and concepts concerned with the relationships between organisms and their environment: ecological techniques will be stressed in the field and in the laboratory. (Previously offered as Biology 456.) 4 s.h.

BIO 321. **Parasitology.** (Prerequisite: Biology 252 or 253.) (Three hours lecture and two hours laboratory per week.) The life cycles, morphology, ecology, adaptations, pathology, and taxonomy of animal and human parasites. 4 s.h.

BIO 325. **Anatomy and Physiology I.** (Prerequisite: Biology 253 or Consent of Instructor.) (Three hours lecture and two hours laboratory per week.) Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, nervous and endocrine systems. Laboratory includes microscopic study, animal dissection using the cat or another representative mammal, and physiological experiments. 4 s.h.

BIO 326. **Anatomy and Physiology II.** (Prerequisite: Biology 325 or Consent of Instructor.) (Three hours lecture and two hours laboratory per week.) Functional anatomy and physiology of the human body, including the cardiovascular, immune, excretory, reproductive, digestive, and respiratory systems. Laboratory includes continued microscopic study, animal dissection using the cat or another representative mammal, physiological experiments. 4 s.h.

BIO 340. **Marine Biology.** (Prerequisite: Biology 253.) (Three hours lecture and one two-hour laboratory weekly.) 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. (Previously offered as Biology 290N.) 4 s.h.

BIO 350. **Molecular Cell Biology.** (Prerequisite: Chemistry 122, Biology 252 or 253. 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. (Previously offered as Biology 210 and 290J; not open to students with credit in Biology 490A.) 4 s.h.

BIO 381. **Genetics.** (Prerequisite: Biology 252 or 253.) (Three hours lecture and two hours laboratory weekly.) Principles of Mendelian heredity, linkage, mutation, sex determination, and eugenics. The working of problems will be stressed. 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 Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 1-6 s.h.

BIO 392. **Independent Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 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 325.) (Three hours lecture and one two-hour laboratory weekly.) 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. 4 s.h.

BIO 441. **Biochemistry I.** (Prerequisite: Chemistry 261, Biology 112.) (Three hours lecture and one three-hour laboratory weekly.) An introduction to biochemistry. A study of the major classes of biomolecules including amino acids, proteins, enzymes, carbohydrates, lipids, and nucleic acids. The chemical features and biochemical functions of these biomolecules are examined along with the general principles of intermediary metabolism. (Also listed as Chemistry 441.) 4 s.h.

BIO 442. **Biochemistry II.** (Prerequisite: Chemistry 441.) (Three hours lecture and one three-hour laboratory weekly.) A study of the biosynthesis and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Most of the major metabolic pathways used by cells will be examined. DNA replication and transcription as well as the synthesis of RNA and proteins will also be discussed. (Also listed as Chemistry 442.) 4 s.h.

BIO 450. **Immunology.** (Prerequisite: Biology 253, Biology 265.) (Three hours lecture and one two-hour laboratory weekly.) A study of the basic concepts of the immune response, the properties of antigens and antibodies, immunologic specificity, and cellular and human immunity. 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 Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 1-6 s.h.

BIO 492. **Independent Research and Study.** (Prerequisite: Biology 112.) Research and reading. Open to qualified students. 1-6 s.h.

## **Business**

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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

BUS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

BUS 261. **Principles of Accounting I.** (Prerequisite: Mathematics 104 or 107.) An elementary course in the principles and application of financial accounting. 3 s.h.

BUS 262. **Principles of Accounting II.** (Prerequisite: Business 261 and Mathematics 104 or 107.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

BUS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** 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.** 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.** 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.** 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.** 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**BUS 392. Independent Research and Study.** Research and reading. Open to qualified students. 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.** 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.** 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 371.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

BUS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 or corequisite: Mathematics 104 or higher math placement.) (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.) (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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CHEM 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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 220. **Watershed Ecology.** (Previously offered as Biology/Chemistry 290E.) (Also listed as Biology 220). (Prerequisite: Biology 112 and Chemistry 122.) The course is designed to teach the principles of stressed stream analysis in the Midlands course of major rivers and their tributaries. Topics will include regional geology, hydrology, the work of rivers and groundwater, water pollution and chemical and biotic indices of pollution. Interrelationships among chemistry, biology, and geology will be stressed. 4 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CHEM 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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 355 **Physical Chemistry I.** (Prerequisite: Physics 222 and Mathematics 161.) (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: Physics 222 and Mathematics 161.) (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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CHEM 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 441. **Biochemistry I.** (Prerequisite: Chemistry 261, Biology 112.) (Three hours lecture and one three-hour laboratory weekly.) An introduction to biochemistry. A study of the major classes of biomolecules including amino acids, proteins, enzymes, carbohydrates, lipids, and nucleic acids. The chemical features and biochemical functions of these biomolecules are examined along with the general principles of intermediary metabolism. (Also listed as Biology 441.) 4 s.h.

CHEM 442. **Biochemistry II.** (Prerequisite: Chemistry 441.) (Three hours lecture and one three-hour laboratory weekly.) A study of the biosynthesis and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Most of the major metabolic pathways used by cells will be examined. DNA replication and transcription as well as the synthesis of RNA and proteins will also be discussed. (Also listed as Biology 441.) 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CHEM 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Christian Education**

**CED 100. Biblical and Theological Foundations for Ministry.** (Prerequisite: Consent of the Program Coordinator.) This course provides a basic foundation in Bible, Christian theology, history and doctrine, United Methodist Studies, and worship. (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 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.

**CED 191. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**CED 192. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**CED 200. Foundations for Christian Education.** A study of the historical, theological and philosophical foundations of Christian education with emphasis on the role of the Christian education professional in facilitating ministries in the local church and church-related agencies. (Not open to students with credit for Religion 376, 377, or CED 300.) (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 269. Pre-Internship Seminar.** (Prerequisite: Consent of Instructor.) Under the direction of a faculty mentor, the student will research, develop, and write a Christian educational experience based on a biblical book. This experience will prepare the student for the implementation of the Bible study during the internship experience. 3 s.h.

**CED 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.

**CED 291. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**CED 292. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**CED 311. Children's Ministries.** (Prerequisite: CED 200.) This course explores theories of children's development and best practices for children's ministries. (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 312. Youth Ministries.** (Prerequisite: CED 200.) This course explores theories of youth development and best practices for youth ministries. It emphasizes an understanding of youth culture and the recruitment and training of those who work with today's youth. (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 313. Adult Ministries.** (Prerequisite: CED 200.) This course explores theories of adult development and best practices for ministries with adults of all ages. (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 314. Family Ministries.** (Prerequisite: CED 200.) A study of ways to be in ministry with families in a diverse world. (Only offered online. Two face-to-face Saturday meetings required.) 3 s.h.

**CED 370. Internship.** (Prerequisite: Christian Education 269 and Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Part of the internship will include implementation of a Bible study in a Christian education setting. 3-4 s.h.

**CED 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.

CED 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CED 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CED 399LS. **Christian Education Leadership Semester.** (Prerequisite: Junior or Senior status and permission of the instructor. Co-enrollment in internship required.) The student will design and propose a written, comprehensive proposal that will integrate coursework and a student's internship. Under the guidance of a leadership mentor within the Division, 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 their his/her leadership. 1-3 s.h.

CED 470. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 s.h.

CED 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.

CED 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CED 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CED 495. **Christian Education Seminar.** (Prerequisite: Major.) A "capstone" seminar for majors in Religion with an emphasis in Christian education. Each student presents a major applied research project. 3 s.h.

## **Communication**

COMM 100. **Introduction to Oral Communication.** Introduction to the fundamentals of effective oral communication with emphasis on informative and persuasive speaking, and group communication 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

COMM 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

COMM 200. **Survey of Communication Studies.** 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 and Computer and Information Science 137 or Computer and Information Science 140.) 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 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based upon appropriate evidence of achievement. 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 the equipment and techniques used in producing simple audio recordings and single camera video projects. (Previously offered as Speech 255.) 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 292. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 300. African American Rhetoric.** (Prerequisites: Communication 100 and Communication 200.) 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 and Communication 200.) 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 320. Leadership and Communication.** (Prerequisites: Communication 100 and Communication 200.) The study of leadership as a relational and transactional process of mutual influence between leaders and followers for the accomplishment of collective goals. (Previously offered as Speech 320.) 3 s.h.

**COMM 330. The Rhetoric of Public Advocacy.** (Prerequisites: Communication 100 and Communication 200.) 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 340. Intercultural Communication.** (Prerequisites: Communication 100 and Communication 200.) 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 and Communication 200.) 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 and Communication 200.) 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 380. Advanced Media Production.** (Prerequisite: Communication 280 or Theatre 205 or Theatre 270F or Consent of Instructor.) A continuation of Communication 280 emphasizing advanced audio and video production techniques such as multi-track recording and digital editing. (Previously offered as Speech 256, 277 and 356.) 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 392. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 399LS. Communication Leadership Semester.** (Prerequisite: junior standing and consent of instructor.) Practical, theoretical and critical experience in leadership as applied to the discipline of communication. Students may choose from: (1) internship leadership project 1 s.h., (2) course-related leadership project 1 s.h., (3) community leadership project 1-4 s.h., or (4) 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 Division's Philosophy of Leadership and the Four Cs Leadership. Students will also present the results of their projects in a public forum and will write reflection papers after completing their projects which assess how their experiences helped them develop as leaders. 1-4 s.h.

**COMM 400. Senior Project.** (Prerequisite: Completion of or enrollment in courses for completion of Communication Minor.) This course provides students an opportunity to synthesize their learning into a capstone experience. Students will prepare an oral presentation related to their major areas of study, internship experiences, or career interests. The project requires demonstration of strong oral and written communication skills as well as the use of technology to convey ideas. (Previously offered as Speech 498.) 1 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 492. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**COMM 499. Senior Seminar in Communication.** (Prerequisite: Completion of or enrollment in courses for completion of the Communication Major requirements.) 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 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 120. 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. 3 s.h.

CIS 131. **An Introduction to Computers.** A study of the Windows environment, e-mail, the Internet, and basic word processing skills. This course will be offered on a pass/fail basis only. 1 s.h.

CIS 134. **Introduction to Word Processing.** A study of word processing. Topics include creating, editing, saving and printing documents; formatting; managing blocks of text; changing the appearance of text; creating outlines; and merging files. This course will be offered on a pass/fail basis only. (Students may not receive credit for both Computer and Information Science 134 and Computer and Information Science 140 or Computer 133.) 1 s.h.

CIS 135. **Introduction to Spreadsheets.** A study of spreadsheets. Topics include creating, editing, saving, and printing spreadsheets; building graphs; and using built-in functions and formulas. This course will be offered on a pass/fail basis only. (Students may not receive credit for both Computer and Information Science 135 and Computer and Information Science 140.) 1 s.h.

CIS 136. **Introduction to Database Programs.** A study of database managers. Topics include creating, modifying, and printing a data file structure; entering and editing data records; organizing by sorting and indexing; using queries and views; creating, modifying and printing a report. This course will be offered on a pass/fail basis only. (Students may not receive credit for both Computer and Information Science 136 and Computer and Information Science 140.) 1 s.h.

CIS 137. **Introduction to Presentation Software.** An introduction to presentation graphics software designed to help the student create effective visual presentations such as slide presentations, overhead transparencies, printed handouts and computer-based materials. This course will be offered on a pass/fail basis only. (Students may not receive credit for both Computer and Information Science 137 and Computer and Information Science 140.) 1 s.h.

CIS 138. **Introduction to Desktop Publishing.** A study of page layout for the casual design of short publications for home, office, and school. Topics will include creating and editing a publication; designing a newsletter; preparing a tri-fold brochure; converting a brochure to a web site; creating letterheads and business cards; and creating business forms and tables. This course will be offered on a pass/fail basis only. 1 s.h.

CIS 140. **Introduction to Computers and Information Technology.** (Prerequisite: Keyboarding skills or Consent of Instructor.) Basic concepts of computer systems. Emphasis is based on specific software packages for word processing, electronic spreadsheet, database management and presentation software. (Previously offered as Comp 133.) 3 s.h.

CIS 141. **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. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CIS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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 the principles and practices of computer programming using Java. Emphasis is placed in the object-oriented nature of the language. Topics include: problem-solving techniques, the design, implementation, and testing of programs, use of the Java library and documentation. (Credit cannot be received for both Computer Information Systems 201 and Computer and Information Sciences 211.) 3 s.h.

CIS 212. **Programming II.** (Prerequisite: A grade of C or better in Computer and Information Science 211.) A further study of object-oriented programming techniques. Topics include: abstraction, inheritance, polymorphism, error-handling, and data structure in Java. (Credit cannot be received for both Computer Information Systems 202 and Computer and Information Science 212.) 3 s.h.

CIS 221. **Fundamentals of Hardware and Software.** (Prerequisite: Computer and Information Science 141.) 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 111 and 141.) 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.** (Prerequisite: Consent of the Instructor.) Individual work under faculty supervision with evaluation based upon appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CIS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CIS 313. **Programming III.** (Prerequisite: A grade of C or better in Computer and Information Science 212.) This course focuses on the design, implementation and maintenance of complex applications using object-oriented techniques and the Java language. 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 111 and 141.) 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 111 and 141.) 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 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 in Computer and Information Science not currently listed 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 Research and Study.** Research and reading. Open to qualified students 1-6 s.h.

CIS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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.) 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 in Computer and Information Science.** (Prerequisite: Permission of Program Coordinator.) Workstudy program with cooperating employers. May be repeated for a maximum of 4 hours. Pass/Fail only. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CIS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

CS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 100. **Jazz Dance and Culture.** The origins of Jazz dance in the United States came from immigrants bringing their interpretations of the Irish Jig, English Clog, and African Shuffle. Broadway and Hollywood are deeply affected by the tap and stage dancing of Jazz dance. This diversity course explores and applies the history, aesthetics, criticism, and practice of the eclectic American Jazz dance. May be taken for credit or non-credit. 1 s.h.

DAN 102. **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 s.h.

DAN 103. **Beginning Contemporary Dance.** Progressive study in Modern Dance Technique for students with no training to novice-level ability in contemporary dance. This course may be taken multiple times for credit. 1 s.h.

DAN 105. **Dance Appreciation.** A course designed to introduce the general student to dance as a fine art form. An appreciation of the dance will be promoted through a study of its recent history and theory, writings in dance criticism, and attendance at live ballet and modern dance performance. 3 s.h.

DAN 107. **Introduction to Dance.** Introduction to the field of dance as a serious discipline and an exploration of issues and career options. Also, a survey of the history, aesthetics, and motivations of dance forms from the earliest known expressions of man to the refinement of form in the early Renaissance. The three dance major degrees will be thoroughly addressed. 3 s.h.

DAN 115. **Diversity in Dance.** This course introduces students to a world dance forms that expands their skills in and knowledge of dance beyond ballet and western contemporary concert styles. May be taken for credit or non-credit. This course may be taken multiple times for credit. 1 s.h.

DAN 121. **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*. 1 s.h.

DAN 123. **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*. 1 s.h.

DAN 135. **Anthropological Basis of Dance.** This survey of the history, aesthetics, and motivation of dance includes the study of dance forms from the earliest known expressions of man to the refinement of form in the early Renaissance. The religious, social, political, and cultural context of man's movement expressions permits a basis for understanding the broad role of dance in human civilization. (Also listed as Anthropology 135.) 3 s.h.

DAN 139. **Dance Conditioning.** A course designed to develop and connect the mover's core abdominal strength with joint flexibility. Current somatic practices used within the dance field will be stressed. (Also listed as PEA 139.) 1 s.h.

DAN 181. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 1 s.h.

DAN 182. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 200. **Jazz Dance and Culture.** The origins of Jazz dance in the United States came from immigrants bringing their interpretations of the Irish Jig, English Clog, and African Shuffle. Broadway and Hollywood are deeply affected by the tap and stage dancing of Jazz dance. This diversity course explores and applies the history, aesthetics, criticism, and practice of the eclectic American Jazz dance. May be taken for credit or non-credit. 1 s.h.

DAN 202. **Beginning/Intermediate Ballet Dance Technique.** (Prerequisite: Dance 102 and Consent of Instructor or Placement Audition.) 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 s.h.

DAN 203. **Beginning/Intermediate Contemporary Dance.** (Prerequisite: Dance 103 and Consent of Instructor or Placement Audition.) Progressive study in Modern Dance Technique for students at the novice level in contemporary dance. This course may be taken multiple times for credit. 1 s.h.

DAN 206. **Fundamentals of Choreography.** (Three hours weekly.) The study of basic design elements related to dance 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 210. **Ballet Past and Present.** (Prerequisite: English 101 and Communication 100.) A survey of the history, aesthetics, and motivation of ballet from pre-classic forms to the present 20th century ballet. Emphasis is placed on the social, political, and cultural aspects of the European, Russian, and American societies in relation to the developing art form of ballet. Dance history or practice knowledge recommended. 3 s.h.

DAN 215. **Diversity in Dance.** This course introduces students to a world dance forms that expands their skills in and knowledge of dance beyond ballet and western contemporary concert styles. May be taken for credit or non-credit. This course 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.) effecting the motivations of modern dance traditions. 3 s.h.

DAN 221. **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*. 1 s.h.

DAN 222. **Beginning Ballet Pointe.** (Prerequisite: Consent of Instructor. Corequisite: Dance 302 or 402 or 404.) Classical Ballet Pointe Class teaches the beginning pointe student the most basic concepts of pointe work at the barre and in the center. The student continues to work on concepts within more complex material. This course may be taken multiple times for credit. 1 s.h.

DAN 223. **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*. 1 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, corequisite: 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 240. **Non-Western Ritual in Dance and Religion.** A multi-disciplinary approach to the study of the religions of Non-Western cultures as expressed in dance and related arts. This course focuses on Hindu, Buddhist, Shinto, animist, and shamanic traditions from selected cultures. Students will acquire skills enabling them to decipher meaning in cultural traditions other than their own and to understand the belief systems embedded in these expressions. 3 s.h.

DAN 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 s.h.

DAN 283. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 1 s.h.

DAN 284. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.



DAN 300. **Jazz Dance and Culture.** The origins of Jazz dance in the United States came from immigrants bringing their interpretations of the Irish Jig, English Clog, and African Shuffle. Broadway and Hollywood are deeply affected by the tap and stage dancing of Jazz dance. This diversity course explores and applies the history, aesthetics, criticism, and practice of the eclectic American Jazz dance. May be taken for credit or non-credit. 1 s.h.

DAN 302. **Intermediate Ballet Dance Technique.** (Prerequisite: Dance 202 and Consent of Instructor or Placement Audition.) 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. This course may be taken multiple times for credit. 1 s.h.

DAN 303. **Intermediate Contemporary Dance.** (Prerequisite: Dance 203 and Consent of Instructor or Placement Audition.) Progressive study in Modern Dance Technique for students at the intermediate level of ability in contemporary dance. This course may be taken multiple times for credit. 1 s.h.

DAN 307. **Analysis of Dance.** (Prerequisites: Dance 102, 103, 115.) The study and analysis of movement based on principles of Labanotation, Labanotation, Effort Actions, and Motif Writing. Rhythmic analysis as a basis for choreographic design and form as well as for accompaniment. Identification, practice and application of higher order thinking skills of analysis, synthesis, and evaluation as a basis for teaching discipline-based dance education. Taxonomies related to dance and arts education are studied. 3 s.h.

DAN 308. **Dance Composition II.** (Prerequisite: Dance 206.) (Three hours weekly.) The study of more advanced design elements related to dance choreography. 2 s.h.

DAN 309. **Ballet Composition/Repertory.** (Prerequisite: Upper Intermediate or Advanced levels of ballet technique or Consent of Instructor.) The study of selected variations from the classical repertoire. The student will develop choreographic skills in classical ballet variations and in classical and contemporary ballet group work. (Not open to students who have received credit for Dance 290D and 290E.) 1-2 s.h.

DAN 310. **Dance Injuries.** The study of the human body as the instrument of movement and dance. Proper execution and instruction of dance techniques will be emphasized as a prevention of the more common dance injuries. Proper care of injuries will be studied with basic first aid practices. 3 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 315. **Diversity in Dance.** This course introduces students to a world dance forms that expands their skills in and knowledge of dance beyond ballet and western contemporary concert styles. May be taken for credit or non-credit. This course may be taken multiple times for credit. 1 s.h.

DAN 321. **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*. 1 s.h.

DAN 322. **Intermediate Ballet Pointe.** (Prerequisite: Consent of Instructor. Corequisite: Dance 302 or 402 or 404.) Classical Ballet Pointe Class teaches the intermediate pointe student the most basic concepts of pointe work at the barre and in the center. The student continues to work on concepts within more complex material. This course may be taken multiple times for credit. 1 s.h.

DAN 323. **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*. 1 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 350. **Ballet Pedagogy.** (Prerequisite: Junior or senior status and attainment of level 04 or higher in ballet technique OR senior status and attainment of level 03 in ballet technique.) Teaching methods for Ballet for the beginning and intermediate levels. Course will involve 2 hours weekly of classroom work and two hours of studio work including observing classes taught by dance faculty or guest artists and assisting with the instruction of approved technique classes. Musical training or Music 230 is recommended. 2-3 s.h.

DAN 351. **Contemporary Dance Pedagogy.** (Prerequisite: Junior or senior status and attainment of level 04 or higher in contemporary dance technique OR senior status and attainment of level 03 in contemporary dance technique.) Teaching methods of Contemporary Dance Pedagogy for the beginning and intermediate levels. Course will involve 2 hours weekly of classroom work and two hours of studio work including observing classes taught by dance faculty or guest artists and assisting with the instruction of approved technique classes. 2-3 s.h.

DAN 364. **Women and Dance.** This course is an examination of dance and the women who have shaped its history. This course will also analyze the impact of women's rights on the dance field and explore the many issues that gender differences have played in dance history as well as current concerns in the field. (Previously offered as Dance 190W.) 3 s.h.

DAN 370M. **Junior Internship.** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1 s.h.

DAN 385. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 1 s.h.

DAN 386. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 400. **Jazz Dance and Culture.** The origins of Jazz dance in the United States came from immigrants bringing their interpretations of the Irish Jig, English Clog, and African Shuffle. Broadway and Hollywood are deeply affected by the tap and stage dancing of Jazz dance. This diversity course explores and applies the history, aesthetics, criticism, and practice of the eclectic American Jazz dance. May be taken for credit or non-credit. 1 s.h.

DAN 401. **Intermediate/Advanced Contemporary Dance.** (Prerequisite: Dance 303 and Consent of Instructor or Placement Audition.) Progressive study in Modern Dance Technique for students at the intermediate/advanced level in contemporary dance. This course may be taken multiple times for credit. 1 s.h.

DAN 402. **Intermediate/Advanced Ballet Dance Technique.** (Prerequisite: Dance 302 and Consent of Instructor or Placement Audition.) 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. This course may be taken multiple times for credit. 1 s.h.

DAN 403. **Advanced Contemporary Dance.** (Prerequisite: Dance 303 and Consent of Instructor or Placement Audition.) Progressive study in Modern Dance Technique for students at the advanced level of ability in contemporary dance. This course may be taken multiple times for credit. 1 s.h.

DAN 404. **Advanced Ballet Dance Technique.** (Prerequisite: Dance 402 and Consent of Instructor or Placement Audition.) 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. This course may be taken multiple times for credit. 1 s.h.

DAN 415. **Diversity in Dance.** This course introduces students to a world dance forms that expands their skills in and knowledge of dance beyond ballet and western contemporary concert styles. May be taken for credit or non-credit. This course may be taken multiple times for credit. 1 s.h.

DAN 420. **Advanced Dance Composition I.** (Prerequisite: Dance 308.) Continuing development of the student's choreographic skills. 2 s.h.

DAN 421. **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*. 1 s.h.

DAN 422. **Advanced Ballet Pointe.** (Prerequisite: Consent of Instructor. Corequisite: Dance 302 or 402 or 404.) Classical Ballet Pointe Class teaches the advanced pointe student the most basic concepts of pointe work at the barre and in the center. The student continues to work on concepts within more complex material, including classical ballet variations. This course may be taken multiple times for credit. 1 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*. 1 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 450. **Experiential Anatomy and Kinesiology for Dance.** (Prerequisite: Biology 325 or Consent of Instructor.) Functional anatomy and kinesiology as they relate to the body in motion and to kinesthetics. A concentrated study of the skeletal, muscular, nervous, and cardiovascular systems as they support the physical and aesthetic demands of the dancer. Concepts of articulation, motion, stability, and mobility are explored. Laboratory includes experiential work with these systems and their relationship to efficient movement and dance as well as to body techniques of Alexander and Feldenkrais. 4 s.h.

DAN 475. **Dance Senior Seminar.** A seminar covering professional preparation needed for the BA and BFA candidates (e.g., capstone preparation, resume writing, video-editing, graduate school application, audition procedure, etc). Also in the course, BFA candidates will develop a work plan for accomplishing the BFA Senior Concert. BA candidates will develop and submit their 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, student also will refine the necessary leadership skills for successful completion of the capstone experience. (Dance 480LS and 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 487. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 1 s.h.

DAN 488. **Dance Company.** (Corequisite: One ballet and one contemporary dance technique course or consent of instructor.) 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 with the CCDC. May be taken for credit or non-credit. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

DAN 494. **Major Survey and Comprehensive Examination.** (Prerequisite: Dance 234 and Education 262.) Synthesis of content and skills related to all the previous coursework for the Dance Education with Teacher Certification major. Integration of information, experiences and insights around a comprehensive, standards-based teaching model validates the student's readiness to teach. The student will prepare and submit for review her Professional Education Portfolio (PEP). Mandatory Pass/Fail. 1 s.h.

## **Economics**

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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 201. **Principles of Economics I, Macroeconomics.** (Prerequisite: Mathematics 104 or 107.) 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: Mathematics 107 and Economics 201.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

ECON 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

ECON 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

ECON 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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. 1 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 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 Research and Study.** Research and Reading. Open to qualified students. 1-6 s.h.

EDU 192. **Independent Research and Study.** Research and Reading. Open to qualified students. 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 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.** (Corequisite: 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.** 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 or Corequisite 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 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.** 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 s.h.

EDU 270G. **Learning and Teaching Mathematics.** (Prerequisite: Successful interview with public school representatives and permission of the instructor.) (Corequisite: 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

EDU 292. **Independent Research and Study.** Research and Reading. Open to qualified students. 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.** 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: 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.** 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.** 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.** Teacher candidates will learn to develop appropriate teacher-student relationships, set up learner-focused classrooms, and utilize research-based prevention and intervention management techniques to provide effective instruction for students in inclusive settings. 2 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(441). **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.) 3 s.h.



**EDU 346. Issues in Early Childhood Education.** 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.** 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.** 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.** 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.** The course is designed to provide teacher candidates with a foundational understanding of important health and physical education concepts, content, and connections. Candidates will learn the benefits of a healthy lifestyle for themselves and others, will become physically educated individuals, and will understand how to achieve and maintain a health-enhancing level of physical fitness. 1 s.h.

**EDU 358. Early Childhood Curriculum: Methods and Materials.** (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).** 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.** 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: 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: 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: 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 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 377. **Children's Literature.** 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.** 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.** 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.** 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

EDU 392. **Independent Research and Study.** Research and Reading. Open to qualified students. 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.** (Corequisite: 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.) Through this course the teacher candidate will examine the theoretical and practical aspects of teaching mathematics to young learners. Future teachers will become familiar with the national curriculum standards and SC Standards for K-8 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 in the classroom. Additional school contact hours will be required. 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.** (Corequisite: 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.** (Corequisite: 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 459. Early Childhood Curriculum, Organization and Management.** (Prerequisite: 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 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.** 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.** (Corequisite: 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: 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.** 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.** (Corequisite: EDU 485.) 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**EDU 492. Independent Research and Study.** Research and Reading. Open to qualified students. 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 100. **Fundamentals of English.** This course is designed to give the students extensive work in sentence and paragraph writing. The basic skills will be taught in class, but students will work individually with particular problem areas. Elective credit only. (Not open to students with credit for English 099.) 3 s.h.

ENG 101. **Basic Composition.** (Prerequisite: Placement by Program or satisfactory completion of all required preliminary courses, such as English 100 and Reading 110.) (Prerequisite for all English and Writing courses except English 019 and 100.) This course concentrates on the principles of effective composition skills. Students will write essays and must pass an Exit Exam. 3 s.h.

ENG 102. **Literature and Composition.** (Prerequisite: English 101, placement by the Program and satisfactory completion of all required preliminary courses, such as English 100 and Reading 110.) (Prerequisite for all other literature courses in the English Program.) A course designed to develop appreciation for poetry, prose, and drama as well as to develop skills in writing about literature. Selections will be made from various periods of world literature, and emphasis will be placed on writing short papers and essay exams. Students should take this course the semester following the completion of English 101. 3 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 192. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 200. **Survey of World Literature.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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 240. **American Literature I.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) American literature from its beginnings to the Civil War. (Not open to students with credit for English 336.) 3 s.h.

ENG 250. **American Literature II.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) American Literature from the Civil War to the present. (Not open to students with credit for English 338 or 343.) 3 s.h.

ENG 270. **Internship.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, or permission of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 s.h.

ENG 275. **Traditional English Grammar.** (Prerequisite: English 101 and satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110.) A course designed especially for students who plan to teach English and desire further practice in working with materials, methods, and mechanisms relating to traditional English grammar. (Previously offered as English 360.) 3 s.h.

ENG 285. **Critical Approaches and Methods of Research.** (Prerequisite: English 101 and 102 and satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110.) 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 292. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 310. **Genre Studies.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) This course will focus on a single genre, such as novels, short fiction, poetry, or drama. Special sections for each of the following areas: D-Drama; E-Essay; N-Novel; S-Short Story; P-Poetry. (English 310S not open to students with credit for English 350.) 3 s.h.

ENG 315. **Development of Modern English.** (Prerequisite: English 101.) A study which traces the linguistic trends and historical changes resulting in Modern English. (Previously offered as English 460.) 3 s.h.

ENG 325. **Shakespeare.** (Prerequisite: English 101,102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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 350. **The Modern Short Story.** (Prerequisite: English 101, English 102, placement by the Program, and satisfactory completion of all required preliminary courses, such as English 100 and Reading 110.) An examination of the short story as genre. Students will read a variety of short stories from different periods and cultures to study the development of the genre and the particular innovations made by important authors of short fiction. 3 s.h. (Previously offered as 390B).

ENG 355. **British Women Writers.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) A study of the contributions of British women writers to English literature. (Previously offered as English 255.) 3 s.h.

ENG 365. **African-American Literature.** (Prerequisite: English 101, English 102, and satisfactory completion of all required courses such as English 100 and/or Reading 110.) This course will provide an introduction to African-American literature, with an emphasis on its development and major themes. This course will explore the contributions of African-American writers to a variety of literary genres. (Not open to students with credit for English 491C.) (Previously offered as English 265.) 3 s.h.

ENG 372. **Southern Literature.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) A survey of Southern literature from the beginnings to the present, with special emphasis on the modern and contemporary. (Previously offered as English 245, 339, 390L.) 3 s.h.

ENG 375. **American Multicultural Literature.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) The first half of this course surveys significant writings by African-Americans from the 19th and 20th centuries. The second half of the course studies selected literary contributions by Native Americans, Asian-Americans, and Hispanic-Americans with special attention given to women writers. (Previously offered as English 260.) 3 s.h.

ENG 381. **Film as Literature and Drama.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) A course which examines video and film adaptations of literary "classics" and which applies basic skills for critical appreciation to original video and film productions. (Previously offered as English 280.) 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 392. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 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: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and one other literature course or permission of the instructor.) Course content will vary from semester to semester. 3 s.h.

ENG 420. **Seminar in British/American Literature.** (Prerequisite: English 101, 102 and satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and one other literature course or permission of the instructor.) Course content will vary from semester to semester. Offered as 420A with an American focus and 420B with a British focus. 3 s.h.

ENG 430. **Seminar on an Author.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) This course will focus on an individual author (e.g., Hemingway, Austen, Conrad). Specific topics vary by semester. 3 s.h.

ENG 485. **History of Critical Theory.** (Prerequisite: English 285.) A study of major works in literary criticism from classical Greece to the present. (Not open to students with credit for English 380.) 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 492. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

ENG 494. **Major Survey and Comprehensive Examination.** (Prerequisite: English 101.) The major survey correlates and integrates the facts and principles that are emphasized in the total course offerings of the Program. Its special purpose is to guide the major student's preparation for the comprehensive examination. Mandatory Pass/Fail. 1 s.h.

ENG 495. **Senior Seminar.** (Prerequisite: English 101, 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) 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 106. **Elementary French.** To introduce 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 cultural patterns and customs is included. (Designed for students with some language experience.) 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

FRE 192. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

**FRE 201. Intermediate French.** (Prerequisites: French 106, placement test or Consent of the Program Coordinator.) Continued development of the skills introduced in 106 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 202. Intermediate French.** (Prerequisites: French 201, placement test or Consent of the Program Coordinator.) Continued development of the skills introduced in 106 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 250. Intermediate Reading and Writing.** (Prerequisite: French 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.

**FRE 270. Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

**FRE 292. Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

**FRE 300. Guided Practice in Grammar.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) 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 310. Introduction to Literary Analysis in French.** (Prerequisite: French 202, 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 French.) 3 s.h.

**FRE 340. Advanced Grammar and Composition.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) Intensive work in advanced grammar and composition including language analysis. 3 s.h.

**FRE 341. Conversation I.** (Prerequisite: French 202, Advanced Placement or Consent of the Program Coordinator.) A course designed to develop oral communicative skills by focusing on expansion of vocabulary and increasing fluency and listening comprehension. 3 s.h.

**FRE 345. Birth to Death in the Francophone World.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) This course explores the lifespan of a person in France and/or parts of the Francophone world, and the customs and institutions that form a culture. Topics of study include rituals of birth, education, coming-of-age, attitudes toward work, socio-economic factors that shape life, and the end of life. Broad historical contexts are taken into consideration and replace a chronological history of society. 3 s.h.

**FRE 351. Discovering Culture Through Film.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) 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 360. French Pronunciation and Phonetics.** (Prerequisites: French 202, Advanced Placement or Consent of the Program Coordinator.) A study of the French sound system and principles of phonetics. Intensive oral practice is designed to improve oral proficiency. 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.** This course is designed to give students on-the-job experience using French in a field of interest. Students would be evaluated by a Program supervisor and a work supervisor. 1-3 sh

**FRE 380. French for International Affairs.** (Prerequisite: French 202, Advanced Placement or Consent of the Program Coordinator.) Introduces students to issues, customs, and vocabulary necessary to function in the areas of diplomacy, government and business. The course helps students develop the language skills to meet the demands of working in an international environment. 1-3 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

**FRE 392. Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

**FRE 399LS. The Leadership Semester for the French 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 France.
2. A shorter study abroad (such as the summer school in France).
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 (French 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.

**FRE 420. Archetypes in French and Francophone Literature.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) 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. 3 s.h.

FRE 431. **Nineteenth Century French Poetry.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) Study of representative authors of the Romantic, Parnassian and Symbolist schools of poetry. 3 s.h.

FRE 440. **Contemporary Literature.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) This course is a study of representative authors and selected works. 3 s.h.

FRE 442. **French Short Stories.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) A study of selected French stories with history of the genre in France from its beginning to the present. 3 s.h.

FRE 450. **African Literatures.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) 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. (Previously offered as French 390P.) 3 s.h.

FRE 451. **Women in French Literature.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator. French 310 must be taken as a pre- or co-requisite.) A study of selected works by French women writers and a study of female characters from selected French literary works. 3 s.h.

FRE 481. **Translation.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) 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 482. **Professional Communication Skills.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) This course will emphasize understanding, speaking, reading, and writing skills on a specialized technical and professional level. (Previously offered as French 490C.) 1-3 s.h.

FRE 485. **French for the Professions.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) The aim of this course is to increase knowledge about business concepts, practical skills, and cultural savoir-faire in a variety of business-related workplaces in the French-speaking world, particularly France and Canada, while developing reading, writing, listening, and speaking skills in French. The instructor will attempt to match course content to student needs and interests, with each individual focusing in-depth on studying their 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

FRE 492. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

FRE 495. **Senior Seminar.** (Prerequisite: French 202, Advanced Placement, or Consent of the Program Coordinator.) This course provides a capstone senior experience for all French majors. Students will complete 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 Coordinator. This class should be taken prior to the semester in which the student is graduating. 1 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

GEOG 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

GEOG 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**HIS 192. Independent Research and Study.** Research and reading. Open to qualified students. 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 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 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 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.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HIS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

- HIS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 471. **Modern East Asian History.** East Asian history with an emphasis on China, Japan, and Southeastern Asia in the 19th and 20th centuries. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.
- HIS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 190. **Special Problems.** A course not currently listed in the catalog 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 290. **Special Problems.** A course not currently listed in the catalog 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 390. **Special Problems.** A course not currently listed in the catalog 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 490. **Senior Seminar.** Designed for Honors Program seniors, this course may be on a variety of topics, but an interdisciplinary approach is strongly encouraged. 3 s.h.

HON 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

HON 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 Awareness.** Students will be introduced to the study of leadership and acquire an understanding of their own leadership strengths and challenges. (Previously offered as Leadership 100.) 1 s.h.

LEAD 190. **Special Problems.** A course not currently listed but 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 Research and Study.** Research and reading. Open to qualified students. 1-4 s.h.

LEAD 201. **Leadership Theories and Strategies.** Students will be introduced to major leadership theories, models, styles, and principles. (Previously offered as Leadership 290B, 390A.) 3 s.h.

LEAD 290. **Special Problems.** A course not currently listed but 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 Research and Study.** Research and reading. Open to qualified students. 1-4 s.h.

LEAD 301. **Leadership in Context.** (Prerequisites: Leadership 101, 201.) Students will integrate learning from previous courses and experiences and apply their knowledge to their academic major, program area, or other curricular experiences. A project will require demonstration of a theoretical understanding of leadership, analytical thinking, and written communication skills. (Previously offered as Leadership 300.) 3 s.h.

LEAD 390. **Special Problems.** A course not currently listed but 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 Research and Study.** Research and reading. Open to qualified students. 1-4 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.) 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 490. **Special Problems.** A course not currently listed but 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 Research and Study.** Research and reading. Open to qualified students. 1-4 s.h.

## **Liberal Arts**

LA 100. **Foundations for Learning in the Liberal Arts.** This seminar provides academic orientation designed to facilitate success for the first-year student. Special attention is given to the development of critical thinking and learning skills, including research and acquaintance with college resources such as the library; the career center; and the math, foreign language, speech, and English labs. Each section is taught by a faculty member who serves as the student's first-year advisor. (Previously offered as ORI 190.) 1 s.h.

LA 101. **The Power of Ideas.** This seminar explores the power and excitement of ideas from the four main branches of liberal learning: Fine Arts, Humanities, Social Sciences, and Natural Sciences. The distinctive nature and role of each branch and the extensive interconnectedness of all of the branches will be emphasized through readings with historical, cultural, and gender diversity. (Previously offered as History/Philosophy 190G.) 3 s.h.

LA 102. **Women: Images, Realities, and Choices.** This course is an introduction to Women's Studies, an interdisciplinary field of academic study and activism focusing on women and women's issues from a feminist perspective. Women's Studies encourages students to examine intersections of race/ethnicity, class, age, sexual identity, and (dis)ability and to understand how systems of oppression, resistance, and privilege operate globally in relation to those intersections. 3 s.h.

LA 190. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

LA 290. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

LA 390. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

LA 490. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 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.

## **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 161). 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 I (Mathematics 161). 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 (Not open to students who have credit for Mathematics 105 or Mathematics 130.) 2 s.h.

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/Sociology 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 161. Calculus I.** (Prerequisite: A grade of C or better in Mathematics 104 and Mathematics 106 or placement by the Program Coordinator.) The first in a series of courses designed to introduce the student to the theory and applications of the calculus. The concepts of limit, derivative, and integral are explored from various perspectives including numerically, graphically, and analytically. The applications of the derivative are also studied from these points of view. 4 s.h.

**MATH 162. Calculus II.** (Prerequisite: A grade of C or better in Mathematics 161.) The second in a series of courses on the theory and applications of the calculus. The emphasis shifts to integration with an exploration of techniques of integration and applications of the integral. Introductions to differential equations and series approximations of functions are also included. Concepts are approached numerically, graphically, and analytically. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**MATH 192. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 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 263. Calculus III.** (Prerequisite: A grade of C or better in Mathematics 162.) The third in the series of courses on theory and application of the calculus. The focus is on multivariable functions, their graphs, derivatives, integrals, and applications. Additional topics include vectors, parametric functions, and partial differential equations. Concepts are explored numerically, graphically, and analytically. 4 s.h.

**MATH 270. Internship.** (Prerequisite: Consent of the Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**MATH 292. Independent Research and Study.** Research and reading. Open to qualified students. 1-6 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 eigenvalues. 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 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 353. Probability and Statistics.** (Prerequisite: A grade of C or better in Mathematics 150 and Mathematics 161.) 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 353.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MATH 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 464. **Advanced Calculus.** (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 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 480. **Historical Topics.** (Prerequisite: Senior mathematics major or Consent of the Program Coordinator.) An historical survey of the major personalities, ideas and themes in the development of mathematics. An emphasis is placed on research and communications skills. Each student will complete a portfolio tracing the development of her mathematical ideas. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MATH 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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. Audition and/or conferences will be required at the time of registration for all new students desiring to take applied music. These auditions are for the purpose of placement.

B. Attendance at Student Recitals and Studio Seminars is required of all applied students.

C. Students majoring in other programs may take applied music with or without credit, if the teacher's schedule permits. Note Item A.

D. The College awards competitive scholarships in applied music to incoming first-year music majors. Applications are available from the Music Program.

E. 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.

Please note that the Applied Music Classes numbered 051 and higher use the following letters to denote medium.

A: Flute	B: Guitar	C: Oboe	D: Organ
E: Percussion	F: Piano	G: Saxophone	J: Bassoon
K: Violin	L: Voice	M: French Horn	N: Clarinet
P: Harpsichord	Q: Trumpet	R: Composition	S: Tuba/Euphonium
T: Trombone	U: Cello	V: Viola	W: String Bass

MUA 001. **Class Voice I, Non-Major.** Introductory course in voice, designed particularly for the beginner, non-music major. 1 s.h.

MUA 002. **Class Voice II, Non-Major.** Introductory course in voice, designed particularly for the beginner, non-music major. 1 s.h.

MUA 003. **Class Piano I, Non-Major.** Introductory course in piano, designed particularly for the beginner, non-music major. 1 s.h.

MUA 004. **Class Piano II, Non-Major.** Introductory course in piano, designed particularly for the beginner, non-music major. 1 s.h.

MUA 021. **Class Voice I, Music Major.** Introductory course in voice, designed for the music major with a principal instrument other than voice. 1 s.h.

MUA 022. **Class Voice II, Non-Major.** Introductory course in voice, designed particularly for the beginner, non-music major. 1 s.h.

MUA 031. **Class Guitar I, Major or Non-Major.** (Should be taken sequentially.) Introductory course in guitar, designed for the music major with a principal instrument other than guitar and for the non-major, particularly for the beginner. 1 s.h.

MUA 032. **Class Guitar II, Major or Non-Major.** (Should be taken sequentially.) Introductory course in guitar, designed for the music major with a principal instrument other than guitar and for the non-major, particularly for the beginner. 1 s.h.

MUA 033. **Class Piano I, Music Major.** Introductory course in piano, designed for the music major with a principal instrument other than piano. 1 s.h.

MUA 034. **Class Piano II, Music Major.** Introductory course in piano, designed for the music major with a principal instrument other than piano. 1 s.h.

MUA 035. **Class Piano III, Music Major.** Advanced course in piano designed for the music major whose principal instrument is not piano or organ. 1 s.h.

MUA 036. **Class Piano IV, Music Major.** Advanced course in piano designed for the music major whose principal instrument is not piano or organ. 1 s.h.

MUA 037. **Class Piano (Majors).** For piano performance majors, music education students with piano as their principal instrument, and piano pedagogy majors. Development in all phases of performance - technique, style, musicianship, interpretation, and repertoire. Course of study determined by needs of student. 1 s.h.

MUA 038. **Class Piano (Majors).** For piano performance majors, music education students with piano as their principal instrument, and piano pedagogy majors. Development in all phases of performance - technique, style, musicianship, interpretation, and repertoire. Course of study determined by needs of student. 1 s.h.

MUA 044. **Class Organ.** (Prerequisite: Consent of Instructor.) A one-semester-hour class for church music majors, designed to introduce the student to the organ through a study of its history and construction, and an examination of its national characteristics. The student will play simple exercises and short pieces in order to develop an appreciation for and understanding of correct and musical playing. 1 s.h.

MUA 051. **Developmental Applied Instrument.** Developmental applied instrument is designed to offer the student an opportunity to develop the requisite skills of her primary instrument for entrance at the Freshman level of study. 1 s.h.

MUA 051D. **Developmental Applied Organ.** Developmental applied organ is designed to offer the student whose primary instrument is organ an opportunity to develop the requisite organ skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 051F. **Developmental Applied Piano.** Developmental applied piano is designed to offer the student whose primary instrument is piano an opportunity to develop the requisite piano skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 051L. **Developmental Applied Voice.** Developmental applied voice is designed to offer the student whose primary instrument is voice an opportunity to develop the requisite vocal skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 052. **Developmental Applied Instrument.** Developmental applied instrument is designed to offer the student an opportunity to develop the requisite skills of her primary instrument for entrance at the Freshman level of study. 1 s.h.

MUA 052D. **Developmental Applied Organ.** Developmental applied organ is designed to offer the student whose primary instrument is organ an opportunity to develop the requisite organ skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 052F. **Developmental Applied Piano.** Developmental applied piano is designed to offer the student whose primary instrument is piano an opportunity to develop the requisite piano skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 052L. **Developmental Applied Music.** Developmental applied voice is designed to offer the student whose primary instrument is voice an opportunity to develop the requisite vocal skills necessary for entrance at the Freshman level of study. 1 s.h.

MUA 111. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 112. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 211. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 212. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 311. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 312. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.



MUA 411. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

MUA 412. **Applied Music.** The study of literature and techniques of the instrument with a view to both teaching and public performance. 1-3 s.h. each.

## **Music - Ensemble**

MUE 174. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 175. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 176. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 177. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 178. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 179. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 182. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 183. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 184. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 185. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 188. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 189. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 193. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 194. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 195. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 196. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 197. **Guitar Ensemble.** 1 s.h. each.

MUE 198. **Guitar Ensemble.** 1 s.h. each.

MUE 274. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 275. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 276. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 277. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 278. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 279. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 282. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 283. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 284. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 285. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 288. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 289. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 293. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 294. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 295. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 296. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 297. **Guitar Ensemble.** 1 s.h. each.

MUE 298. **Guitar Ensemble.** 1 s.h. each.

MUE 374. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 375. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 376. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 377. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 378. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 379. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 382. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 383. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 384. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 385. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 388. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 389. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 393. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 394. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 395. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 396. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 397. **Guitar Ensemble.** 1 s.h. each.

MUE 398. **Guitar Ensemble.** 1 s.h. each.

MUE 474. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 475. **Jazz Combos Ensemble.** (Two hours a week.) (Previously offered as MUE 190C.) 1 s.h. each.

MUE 476. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 477. **Flute Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 478. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 479. **Trumpet Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 482. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 483. **Choir.** (Two and one half hours a week.) 1 s.h. each.

MUE 484. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 485. **Chorus.** (Two hours a week.) 1 s.h. each.

MUE 488. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 489. **Accompanying Ensemble.** (Two hours a week.) 1 s.h. each.

MUE 493. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 494. **Chamber Ensemble. (CCCE.)** (Three hours a week.) 1 s.h. each.

MUE 495. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 496. **Wind Ensemble. (CCWE).** (Four hours a week. Required of all students with a principal instrument of woodwind, brass, or percussion.) 1 s.h. each.

MUE 497. **Guitar Ensemble.** 1 s.h. each.

MUE 498. **Guitar Ensemble.** 1 s.h. each.

## **Music – General Courses**

MUS 010. **Fundamentals of Music.** This course introduces the student to the basic language of music. The content of the course provides practice in reading the elements of pitch, rhythm, tempo, and harmony at a level required for the further study of music theory and applied study. Open to all students by music Program placement test. (Mandatory Pass/Fail.) 1 s.h.

MUS 011. **Fundamentals of Music II.** (Prerequisite: Music 010.) This course continues an introduction of the basic language of music. The content of the course provides further practice in reading the elements of pitch, rhythm, tempo, and harmony at a level required for the continued study of music theory and applied study. Open to all students by music Program placement test. (Mandatory Pass/Fail) 1 s.h.

MUS 100. **Musical Masterworks, Learning to Listen.** The course will familiarize students with the elements of music and the characteristics of each musical style period so they will be able to listen to, and discuss Western Art Music with an informed and knowledgeable background. Non-music majors admitted by permission of the instructor. 3 s.h.

MUS 101. **Music Theory I.** (Prerequisite: Theory placement test or successful completion of Music 010 and Music 011.) (Three hours lecture per week.) A basic course for music majors. A thorough study of scales, intervals, triads, basic harmonic function, figured bass, and harmonization of a melody. 3 s.h.

MUS 102. **Music Skills Laboratory I.** (Prerequisite: Theory placement test or successful completion of Music 010 and Music 011.) (Two hours per week.) Sight-singing, dictation, keyboard. Emphasis is placed upon coordination of melodic, rhythmic, and harmonic elements of music and their application through sight singing, dictation and keyboard work. 1 s.h.

MUS 103. **Music Theory I.** (Prerequisite: Music 101.) (Three hours lecture per week.) A continuation of Music 101. Topics include seventh chords, basic modulation, secondary function, and an introduction to modes. 3 s.h.

MUS 104. **Music Skills Laboratory I.** (Prerequisite: Music 102.) (Two hours per week.) Continuation of Music 102. 1 s.h.

MUS 120. **English Diction.** A course designed to acquaint the vocal/choral student with the proper diction used in English vocal literature. 1 s.h.

MUS 121. **Italian Diction.** A course designed to acquaint the vocal/choral student with the proper diction used in Italian vocal literature. 1 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 201. **Music Theory II.** (Prerequisite: Music 101, 103.) (Three hours lecture per week.) Continuation of Music 103 on a more advanced level. Topics include advanced modulations, secondary function, and harmonic sequences. 3 s.h.

MUS 202. **Music Skills Laboratory II.** (Prerequisite: Music 104.) (Two hours per week.) A continuation of Music 104. 1 s.h.

MUS 203. **Music Theory II.** (Prerequisites: Music 101, 103, 201.) (Three hours lecture per week.) Continuation of Music 201. Topics include an introduction to species counterpoint, Neapolitan and augmented sixth chords and enharmonic modulations. 3 s.h.

MUS 204. **Music Skills Laboratory II.** (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 220. **French Diction.** A course designed to acquaint the vocal/choral student with the proper diction used in French vocal literature. 1 s.h.

MUS 221. **German Diction.** A course designed to acquaint the vocal/choral student with the proper diction used in German vocal literature. 1 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 250. **Introduction to String Instruments.** Functional course in learning the techniques involved in playing the instruments of the string family. 1 s.h.

MUS 251. **Introduction to Woodwind Instruments.** Functional course in learning the techniques involved in playing the instruments of the woodwind family. 1 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 253. **Introduction to Percussion Instruments.** Functional course in learning the techniques involved in playing the instruments of the percussion family. 1 s.h.

MUS 254. **Introduction to Fretted Instruments.** Functional course in learning the techniques involved in playing the fretted instruments with sufficient skill to employ these instruments as teaching tools. 1 s.h.

MUS 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 304. **Conducting.** (Prerequisites: Music 101, 103.) (Two hours per week.) A course introducing the principles of baton techniques whether choral or instrumental. Emphasis upon individual participation and needs. For any prospective conductor of church, school or community musical activities. 2 s.h.

MUS 305. **Conducting.** (Prerequisites: Music 101, 103.) (Two hours per week.) A course introducing the principles of baton techniques whether choral or instrumental. Emphasis upon individual participation and needs. For any prospective conductor of church, school or community musical activities. 2 s.h.

MUS 306. **Service Playing.** This course will familiarize the student with the service music of liturgical and non-liturgical churches, and develop skills in hymn playing, conducting anthems from the organ console, arranging piano accompaniments for organ, figured bass realization, and improvising brief interludes and modulatory passages. 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 330. **Piano Pedagogy.** Piano pedagogy and its application to the beginning piano student. Survey of beginning piano methods and materials. 3 s.h.

MUS 331. **Piano Pedagogy.** Supervised teaching of two piano students. 1 s.h.

MUS 332. **Piano Pedagogy.** Continuation of Music 330. Includes survey of materials and their application to the late elementary and early intermediate piano student. 3 s.h.

MUS 333. **Piano Pedagogy.** Supervised teaching of two piano students. 1 s.h.

MUS 334. **Piano Pedagogy.** Piano pedagogy and its application to the late intermediate and early advanced student. 1 s.h.

MUS 335. **Piano Pedagogy.** Supervised teaching of two piano students. 2 s.h.

MUS 336. **Piano Pedagogy.** The study of computer based instruction in piano. 1 s.h.

MUS 337. **Piano Pedagogy.** Supervised teaching of two piano students. 2 s.h.

MUS 338. **Instrumental Pedagogy.** (Prerequisite: At least 12 hours of college level study on the applied instrument.) Beginning and intermediate methods for teaching the major applied instrument (flute, trumpet, violin, etc.) and the supervised teaching of one student. 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 339. **Instrumental Pedagogy.** (Prerequisite: Music 338.) Advanced methods for teaching the major applied instrument (flute, trumpet, violin, etc.) and the supervised teaching of one student. 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 340. **Organ Literature I.** Survey of styles through major organ literature. 2 s.h.

MUS 341. **Organ Literature II.** Survey of styles through major organ literature. 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 345. **Age Level Music Ministries.** A course designed to offer the Sacred Music major an opportunity to explore the specific methods, materials, and curriculum appropriate to children and youth within the church setting. Students will explore literature from a variety of denominational perspectives, evaluating their strengths and weaknesses and preparing portfolios of teaching materials for demonstration and use in a graded choir program. 2 s.h.

MUS 350. **Church Music Ministry.** Relationship of the music ministry to church functions of worship, education and evangelism; the various roles of music in church and church music administration. 2 s.h.

MUS 351. **Hymnology.** A survey of major developments in hymnody - both hymn texts and hymn tunes - from the early Christian era to the present. 2 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 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 370P. **Internship in Piano Pedagogy.** A continuation of Music 270P. Beginning and intermediate methods for teaching piano and the supervised teaching of one student. 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 375. **Piano Literature I.** Survey of major keyboard works. 2 s.h.

MUS 376. **Piano Literature II.** Survey of major keyboard works. 2 s.h.

MUS 380. **Instrumental Literature I.** A survey of major works for the applied instrument (flute, trumpet, violin, etc.) as well as a study of its role in orchestral and chamber music. 2 s.h.

MUS 381. **Instrumental Literature II.** A survey of major works for the applied instrument (flute, trumpet, violin, etc.) as well as a study of its role in orchestral and chamber music. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Corequisite: 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.** (Corequisite: 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

MUS 492 **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## Philosophy

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 160. **Philosophy of Religion** (Also listed as Religion 160.) 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. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 200. **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 210. **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 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 223. **Recent Continental Philosophy.** A study of the main ideas developed by European Continental philosophers from the 1960s to the present. The course demonstrates how the central themes of postmodern philosophy stem from phenomenology and existentialism and how these themes challenge assumptions of philosophical inquiry since Descartes. 3 s.h.

PHIL 250. **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 253. **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 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

PHIL 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHIL 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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: nearshore 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

PS 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

PS 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Physical Education - Activities/Sports**

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 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Physical Education - Activities/Special Offerings**

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 170. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 370. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 470. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PEA 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Physical Education - Health Promotion**

PEHP 100. **Women's Health Seminar.** (Not open to students who have received credit for PEA190Q/Physical Education and Health Promotion 190Q.) A course on key health issues that women will face throughout their lifetime. The course will have three distinct segments: (1) Sexuality and health: This segment is designed to explore the major sexuality issues that all women will face throughout their lifetime. Areas of study will include interpersonal relationships, gender identity issues, fertility and childbirth options and disease prevention. (2) Mental and emotional health. This segment is designed to help the student better understand the determinants of good mental health and the consequences of negative health behaviors. It will include topics such as exercise and emotional health; dieting and eating disorders; violence, abuse and harassment; stress management and relaxation; and substance abuse. (3) Issues in consumer health. This segment will include an analysis of products, services and practices that specifically affect a woman's quality of life. Areas of study will include health care delivery, nutrition/weight control quackery, fitness products/services, and the impact of advertising on consumer behavior. The course will incorporate the use of several different technologies including weekly internet assignments and a collaborative health project. (Three lecture hours weekly.) 3 s.h.

PEHP 101. **First Aid.** (Two hours lecture and one hour laboratory weekly.) Procedures and techniques of providing immediate and temporary care in emergency situations. Students may qualify for American Red Cross certification in first aid. 2 s.h.

PEHP 102. **Wellness and Lifetime Fitness.** (Not open to students who have received credit for PE 261, PE 265, PE 191F, PEA 100, PEA 190Q.) A course that provides an understanding of the behaviors and skills necessary for establishing and maintaining a healthy lifestyle. Included in the course are laboratory experiences in the areas of physical fitness, nutrition, weight control, stress management, first aid, disease prevention and consumer health. The course will focus on current health/fitness issues for women and will emphasize the development of positive lifetime habits. (Two hours lecture/activity and one hour laboratory weekly.) 2 s.h.

PEHP 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.

PEHP 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.

PEHP 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.

PEHP 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.

## Physics

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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 192. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 221. **General Physics I.** (Prerequisite or corequisite: Mathematics 161 or equivalent 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 or corequisite: Mathematics 161 or equivalent 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 390. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

PHYS 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.



PHYS 490. **Special Problems.** A course not currently listed by the Division and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

PHYS 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PHYS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

POSC 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Corequisite: 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.) 6 s.h.

POSC 202. **Women, Leadership, and Public Policy in South Carolina.** (Corequisite: 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 219. **Political Participation.** (Prerequisite: Political Science 101 or Consent of Instructor.) A study of the various ways individuals and groups attempt to influence the policy making process. (Previously offered as Political Science 290U, 390G.) 3 s.h.

POSC 220. **State and Local Government.** (Prerequisite: Political Science 101.) A study of the development, organization, and functions of state and local governments in the United States. 3 s.h.

POSC 225. **International Politics.** (Prerequisite: Political Science 101.) A study of the forces that determine political relations among nations. Emphasis is given to modern transnational problems, international law, and international organization. 3 s.h.

POSC 230. **Public Administration.** (Prerequisite: Political Science 101.) 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 250. **Public Policy.** (Prerequisite: Political Science 101.) Analysis of public policy formulation, implementation and evaluation. Case studies and applied statistical methods 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.** (Prerequisite: Minimum 2.5 cumulative GPA and Consent of Instructor.) Individual work under faculty supervision with evaluation based on performance and achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

POSC 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

POSC 303. **Comparative Politics.** (Prerequisite: Political Science 101.) Comparative approaches to political systems and institutions. 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 (290B). **Politics of the Middle East.** (Prerequisite: Political Science 101.) A study of the political, social and historical forces that determine the politics of the region. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

POSC 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 467. **Political Philosophy.** (Prerequisite: Political Science 101.) Examination of selected writings in political philosophy from the classical, Christian and early modern eras. (Not open to students with credit in Political Science 466.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

POSC 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PSY 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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. Twelve hours of internship work are required. (Also listed as Sociology 201 and Social Work 201.) (Not open to students with credit in Social Work 101.) 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 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.s.h.

PSY 270. **Internship.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** (Prerequisite: Permission of Program Coordinator.) Individual projects involving research in various "areas" of psychology. Limited to students in psychology with appropriate qualifications. 1-6 s.h.

PSY 292. **Independent Research and Study.** (Prerequisite: Permission of Program Coordinator.) Individual projects involving research in various “areas” of psychology. Limited to students in psychology with appropriate qualifications. 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. (Also listed as Sociology 300.) (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 325. **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 325.) 3 s.h.

PSY 342. **Abnormal Psychology.** (Prerequisite: Psychology 102.) An intermediate level course examining ways of understanding, explaining and changing abnormal behavior and experience. Brief consideration of historical and legal issues. Internship experiences may be integrated with text material. 3 s.h.

PSY 349. **Research Methods in Behavioral Science.** (Prerequisite or Corequisite: Mathematics 140 or Psychology/Sociology 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.** 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 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 374. **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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PSY 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 421. **Psychological Assessment.** (Prerequisite: Psychology 102.) This course offers the student a thorough grounding in basic concepts of psychological assessment, introduces the various psychological ways of assessing personality and behavior, and provides practice in interpreting test scores. 3 s.h.

PSY 430. **Biological Psychology.** (Prerequisite: Psychology 102.) An overview of the role of the nervous system in the control of behavior. Topics covered include neuroanatomy, mechanisms of drug action, sensory systems, sleep and dreams, motivation and emotion, language, and recovery from nervous system damage. 3 s.h.

PSY 459. **Counseling Theories and Techniques.** An examination of the theories, techniques, and process of counseling and psychotherapy. In addition to learning content in these areas, the course includes some development and practice of basic counseling skills. 3 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

PSY 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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.

## **Reading**

RDG 097. **Reading/Learning Strategies for Teacher Certification.** A study designed to prepare students for Praxis I, the course gives extensive guided practice in all domains covered in the test: literal comprehension, inferential comprehension, word meaning, and reference usage. For elective credit only, this course cannot be used in fulfillment of an English major or of the General Education Requirements. Mandatory Pass/Fail. 3 s.h.

RDG 099. **Reading for Standardized Tests.** A study designed to prepare students for Praxis I. For elective credit only, this course cannot be used in fulfillment of an English major or for the General Education requirements. Mandatory Pass/Fail. 1 s.h.

RDG 110. **Reading/Learning Strategies.** This course, primarily designed for first-year students, proposes to assist students in the following reading and learning strategies: time management, comprehension, critical reading, listening, note taking, studying 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. (Not open to students with credit for Reading 098.) 3 s.h.

## **Religion**

REL 127. **World Religions.** An introduction to selected western and eastern religious traditions. The course may include Hinduism, Buddhism, Chinese religions, Judaism, Christianity, Islam, Native American spirituality and contemporary religious movements. 3 s.h.

REL 128. **Biblical Religion.** An introduction to selected segments of the Hebrew scriptures, the Apocrypha, and the New Testament with an emphasis on the development of religious thought in historical context. 3 s.h.

REL 160. **Philosophy of Religion** (Also listed as Philosophy 160.) 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. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

REL 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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.** (Prerequisite: General Education requirement in Religion or Philosophy or Consent of Instructor.) 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 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.
- REL 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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 301. **Christian Theology.** A study of major Christian doctrines (God, creation, sin, Christ, the Church, salvation and eschatology). 3 s.h.
- REL 302. **Christian Ethics.** A survey of biblical and theological systems of ethics. 3 s.h.
- REL 322LS **Women in the Christian Tradition.** (Prerequisite: Junior or Senior status and permission of the instructor.) A survey of the teachings and leadership of women in the Christian tradition from the ancient world to the modern era. Using the leadership models presented in this course, students will structure and participate in an internship that enables students to explore and reflect on the contemporary application of such models in either a religious, educational, political, or social agency setting. 4 s.h.
- REL 329. **History of Christian Spirituality.** This course will explore a variety of classical and contemporary expressions of Christian spirituality. 3 s.h.
- REL 340. **Eastern Religions.** (Prerequisite: General Education requirement in Religion or Philosophy or Consent of Instructor.) 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. **Abrahamic Traditions.** (Prerequisite: General Education Requirement in Religion or Philosophy or Consent of Instructor.) 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.
- REL 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 420. New Testament Greek I.** An introduction to New Testament Greek equipping students with basic tools for continued study of the Greek text of the New Testament. Students are introduced to the grammar, syntax, and vocabulary of the Greek New Testament. Taught at Lutheran Theological Southern Seminary by seminary faculty for seminary and Columbia College students. Open only to juniors and seniors. Permission of the Religion Program Coordinator is required. This course does not satisfy the Columbia College modern spoken language requirement. This course may be taken Pass/Fail, but if taken Pass/Fail, it will not count toward the major or minor in Religion. 3 s.h.

**REL 430. New Testament Greek II.** (Prerequisite: Religion 420.) A continuation of Religion 420. Special attention will be given to incorporating knowledge of Greek grammar and structure with reading and interpreting New Testament passages. The course will include an introduction to biblical exegesis in Greek. Taught at the Lutheran Theological Southern Seminary by seminary faculty for seminary and Columbia College students. Open only to juniors and seniors. of the Religion Program Coordinator is required . This course does not satisfy the Columbia College modern spoken language requirement. This course may be taken Pass/Fail, but if taken Pass/Fail, it will not count toward the major or minor in Religion. 3 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**REL 492. Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Major or Minor.) A “capstone” seminar for majors in Religion. Each student presents a major research project. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**SOWK 192. Independent Research and Study.** Research and reading. Open to qualified students. 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. Twelve hours of internship work are required. (Also listed as Psychology 201 and Sociology 201.) (Not open to students with credit in Social Work 101.) 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

**SOWK 292. Independent Research and Study.** Research and reading. Open to qualified students. 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 310. Adolescent Behavior and Issues.** (Also listed as Sociology 310.) (Not open to students who have received credit for Sociology/Social Work 222 or Social Work 498.) 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 325. Psychology and Sociology of Gender.** Given as Psychology 325. 3 s.h.

**SOWK 349. Research Methods in Behavioral Science.** (Prerequisite or Corequisite: Mathematics 104 or Psychology/Sociology 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/Sowk 472.) (Also listed as Psychology and Sociology 349.) 3 s.h.

**SOWK 350. Social Work Practice I.** (Prerequisite or Corequisite: Social Work 101.) 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.** 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOWK 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Sociology/Social Work 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOWK 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOC 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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. Twelve hours of internship work are required. (Also listed as Psychology 201 and Social Work 201.) (Not open to students with credit in Social Work 101.) 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 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 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOC 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOC 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. (Also listed as Psychology 300.) (Credit cannot be received for both Sociology 300 and Mathematics 140) 3 s.h.

SOC 310. **Adolescent Behavior and Issues.** A social and psychological analysis of the development period from late childhood through adolescence with an emphasis on contemporary issues confronting the adolescent. (Also listed as Social Work 310.) (Not open to students with credit in Sociology/Social Work 222 or Social Work 498.) 3 s.h.

SOC 318. **Ageing.** 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.) 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 325. **Psychology and Sociology of Gender.** Given as Psychology 325. 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 Corequisite: Mathematics 140 or Psychology/Sociology 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/Sowk 472.) (Also listed as Psychology and Social Work 349.) 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOC 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SOC 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Spanish**

SPAN 106. **Elementary Spanish.** To introduce the basic five C’s of the language: communication, cultures, connections, comparisons, communities. Emphasis is on developing communicative competence in simple conversations on familiar material in context. Study of Spanish speaking countries, their cultural patterns and customs. (Designed for students with some language background.) 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

SPAN 192. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

SPAN 201. **Intermediate Spanish.** (Prerequisite: Spanish 106, Placement Test, or Consent of the Program Coordinator.) Continued development of the skills introduced in 106 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 202. **Intermediate Spanish.** (Prerequisite: Spanish 201, placement test, or Consent of Program Coordinator.) Continued development of the skills introduced in 106 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 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.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

SPAN 292. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 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 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 345. **From Birth to Death in the Hispanic World.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) This course looks at the lifespan of a person in Spain and Spanish America, the customs and institutions that form a culture. Topics of study include rituals of birth, education, coming-of-age, attitudes toward work, socio-economic factors that shape life and the end of life. Broad historical contexts are taken into consideration and replace a chronological history of society. (Previously offered as Spanish 390N. Students who have taken 390N may not take 345.) 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 360. **Pronunciation and Phonetics.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) A study of the Spanish sound system and principles of phonetics. Intensive oral practice designed to improve oral performance. (Previously offered as Spanish 390C. Not open to students who have had Spanish 390C.) 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.** This course is designed to give students on-the-job experience using Spanish in a field of interest. Students would be evaluated by a Program supervisor and a work supervisor. 1-3 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 380. **Spanish for International Affairs.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) Introduces students to issues, customs and vocabulary necessary to function in the areas of diplomacy, government and business. The course helps students develop the language skills to meet the demands of working in an international environment. 1-3 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

SPAN 392. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 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 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 482. Professional Communication Skills.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) This course will emphasize understanding, speaking, reading, and writing skills on a specialized technical and professional level. 3 s.h.

**SPAN 485. Spanish for the Professions.** (Prerequisite: Spanish 250, Advanced Placement, or Consent of the Program Coordinator.) The aim of this course is to increase knowledge about business concepts, practical skills, and cultural savoir-faire in a variety of business-related workplaces in the Spanish-speaking world, particularly Spain and Spanish America, while developing reading, writing, listening, and speaking skills in Spanish. The instructor will attempt to match course content to student needs and interests, with each individual focusing in-depth on studying their future profession or area of interest in a Hispanic 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 Research and Study.** Research and reading. Consent of the Program Coordinator. 1-6 s.h.

SPAN 492. **Independent Research and Study.** Research and reading. Consent of the Program Coordinator. 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 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 Research and Study.** Research and reading. Opened to qualified students. 1-6 s.h.

SPED 192. **Independent Research and Study.** Research and Reading. Open to qualified students. 1-6 s.h.

SPED 270. **Internship.** (Prerequisite: Consent of Instructor.) This course offers teacher candidates the opportunity to complete individual work with students with exceptional learning needs under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Opened to qualified students. 1-6 s.h.

SPED 292. **Independent Research and Study.** Research and Reading. Open to qualified students. 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 corequisite: 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 corequisite 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: 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: 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.** 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SPED 392. **Independent Research and Study.** Research and Reading. Open to qualified students. 1-6 s.h.

SPED 436. **Teaching in Inclusive Learning Environments.** In this course curriculum, organization and management strategies that accommodate students' differences in learning will be studied. Skills in accessing curriculum and supporting students with exceptional learning needs in special education and general education curricula will be developed. 3 s.h.

SPED 450. **Special Education Instructional Strategies.** (Pre- or Corequisite: 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SPED 492. **Independent Research and Study.** Research and Reading. Open to qualified students. 1-6 s.h.

## **Speech Language Pathology**

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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

SLP 192. **Independent Research and Study.** Research and Reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 1-6 s.h.

SLP 292. **Independent Research and Study.** Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 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 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 Research and Study.** Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 1-6 s.h.

SLP 392. **Independent Research and Study.** Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 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 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.) 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 Research and Study.** (Prerequisite: Speech Language Pathology 258 or Consent of Instructor.) Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 1-6 s.h.

SLP 492. **Independent Research and Study.** (Prerequisite: Speech Language Pathology 258 or Consent of Instructor.) Research and reading. Open to qualified students in Speech Language Pathology, this may include selected research or assigned projects of experimental organizational nature involving campus or community settings. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

THEA 192. **Independent Research and Study.** Research and reading. Open to qualified students. 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.** (Prerequisite: Consent of Instructor.) Individual work in some form of theatre problem under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

THEA 292. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

THEA 392. **Independent Research and Study.** Research and reading. Open to qualified students. 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 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 Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

THEA 492. **Independent Research and Study.** Research and reading. Open to qualified students. 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.

## **Women's Studies**

WS 290. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

WS 291. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

WS 292. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

WS 300. **Issues in Feminism.** (Prerequisite: Liberal Arts 102.) A study of feminist theories and how they inform activism and practice. The course will give particular attention to the intersection between race/class/ethnicity/sexual orientation with gender in order to understand the complexity of defining feminisms and cultural models of the feminine. The course will address issues of significance to women, the contributions of outstanding women, and the role of women's studies in the advancement of women. 3 s.h.

WS 390. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

WS 391. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

WS 392. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

WS 399LS. **Women's Studies Leadership Semester.** (Prerequisite: Junior standing and Consent of Instructor.) Practical, theoretical and critical experience in leadership as applied to the interdisciplinary field of Women's Studies. Students may choose from: (1) internship leadership project 1 s.h., (2) course-related leadership project 1 s.h., (3) community leadership project 1-4 s.h., or (4) student-proposed leadership project 1-4 s.h. Students must develop a Leadership Semester Proposal that indicates how their projects demonstrate leadership and/or offers them opportunities to develop as leaders based on The Columbia College Leadership Vision statement and the Four Cs of Leadership. Students will also present the results of their projects in a public forum and, after completing their projects, will write reflection papers which assess how their experiences helped them develop as leaders. 1-4 s.h.



WS 490. **Special Problems.** A course not currently listed and offered on an experimental basis. Prerequisites or special permission may be required as needed. 1-4 s.h.

WS 491. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

WS 492. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

## **Writing**

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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 192. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 200. **Writing for the Media.** (Prerequisite: English 101, English 102, and satisfactory completion of all required preliminary courses, such as English 100 and/or Reading 110.) An introduction to writing for the media, including newspapers, magazines, advertisements, film, radio, television, and the Internet. Students will learn fundamental writing and organizational skills essential to all communication fields and will practice writing for various kinds of media. This course is designed to introduce students to other writing courses. (Not open to students with credit for Writing 215.) 3 s.h.

WRIT 225. **Advertising Copywriting.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) An introduction to the writing of advertisements. Students will learn the principles of writing advertisements, will practice this type of writing for various media, and will discuss the ethical issues raised by advertisements. 3 s.h.

WRIT 235. **Public Relations Writing.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) Students will learn the principles of writing public relations materials for business, industry, government, and the arts, and they will practice writing various kinds of public relations materials, such as press kits. (Not open to students with credit for Creative Writing 491A or for Writing 407 or 491K.) 3 s.h.

WRIT 245. **Writing for Campus Media I.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) Students will practice writing and layout skills by submitting articles or other material to *The Post Script*, *The Columbian*, or *The Criterion* and by helping to edit these publications. 1 s.h.

WRIT 246. **Writing for Campus Media II.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) Students will practice writing and layout skills by submitting articles or other material to *The Post Script*, *The Columbian*, or *The Criterion* and by helping to edit these publications. 1 s.h.

WRIT 270. **Internship.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, or permission of instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 292. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 305. **Writing for Business and Public Affairs.** (Prerequisite: English 101, English 102, and satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110.) A survey of business and governmental writing, including techniques of correspondence, informal and formal reports, interoffice communications, and public relations approaches. 3 s.h.

WRIT 320. **Technical Writing.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) Students will study the principles of writing technical materials in various fields and will practice this type of writing. (Not open to students with credit for Writing 406.) 3 s.h.

WRIT 325. **Magazine Feature Writing.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) An in-depth study of the journalistic techniques of contemporary masters such as Wolfe, Thompson, Didion, Talese, Capote, and Mailer, with emphasis upon extended features, magazine articles, and informal popular writing 3 s.h.

WRIT 330. **Internet Writing and Design.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) This course, which may be taught in conjunction with the Art Program, will introduce students to methods of designing Web sites, rules for writing Internet copy, and strategies for writing effective Web copy. 3 s.h.

WRIT 335. **Advanced Professional Writing.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, Writing 200 or permission of the instructor.) This advanced writing course prepares students to write in different roles for different audiences, contexts, and purposes. It focuses on methods of developing and organizing material as well as on development of a professional writing style. It helps prepare students to teach such writing if they are planning to teach, and it helps prepare them to write for businesses, industries, government, law, and the arts if they plan to write professionally. (Not open to students with credit for Writing 364.) 3 s.h.

WRIT 345. **Introduction to Creative Writing.** (Prerequisite: English 101, English 102, and satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110.) An introduction to the writing of poetry in traditional forms and to the writing of short fiction. (Previously offered as Creative Writing 211.) 3 s.h.

WRIT 370J. **Internship in Journalism.** (Prerequisite: Junior/Senior Writing Emphasis major, English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) This internship is designed to provide the student with an advanced on-the-job experience in basic journalism. 1-3 s.h.

WRIT 370P. **Internship in Public Relations Writing.** (Prerequisite: Junior/Senior Writing Emphasis major, English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) This internship is designed to give advanced English majors practical experience in relating their work in literature and writing courses to selected experiences pertaining to their career interests. 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 392. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 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 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.

WRIT 405. **Advanced Newspaper Journalism.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200.) This course will allow students to continue their study of journalistic writing by practicing various forms such as interviews and profiles, editorials, reviews, and newspaper features. (Not open to students with credit for Writing 391G.) 3 s.h.

WRIT 415. **Advanced Public Relations Writing.** (Prerequisite: English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, Writing 200, and Writing 235.) This course will allow students to continue their study and practice of public relations writing. (Not open to students with credit for Writing 391E or 491J.) 3 s.h.

WRIT 470J. **Internship in Advanced Journalism.** (Prerequisite: Junior/Senior Writing Emphasis major, English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) This internship is designed to provide advanced Writing Emphasis students with specialized on-the-job experience in several forms of journalistic writing. 1-3 s.h.

WRIT 470P. **Internship in Advanced Public Relations Writing.** (Prerequisite: Junior/Senior Writing Emphasis major, English 101, English 102, satisfactory completion of all required preliminary courses such as English 100 and/or Reading 110, and Writing 200 or permission of the instructor.) This internship is designed to provide the student with an opportunity for advanced on-the-job experience in preparing materials normally used in various forms of public-relations presentations. 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 Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

WRIT 492. **Independent Research and Study.** (Prerequisite: English 101.) Research and reading. Open to qualified students. 1-6 s.h.

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### **Information Technology**

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Director of Information Technology  
Harvey A. Ackerman III  
Network Manager  
Paul Mandeville  
Information Technology Technician  
Catherine Miller  
Information Technology Help Desk Coordinator  
Alexis Murdock  
Instructional Technology Consultant  
Julie Milhouse Smith  
Computer Technician  
Helen E. Weed  
Lead Programmer/Analyst  
Angela White  
Instructional Technology Consultant  
Noelle Winningham  
Database Administrator/Programmer

### **Office of Enrollment Management**

Ronald G. White  
Vice President for Enrollment Management

### **Facilities Management**

Lowell Cupps  
Director of Facilities Management

Gabyann Hickman  
Assistant Director of Facilities Management  
Randy Epting  
Grounds Supervisor  
Neil Ray  
Campus Post Office Mail Clerk  
Lavennia Roberts  
Administrative Assistant

### **Office of Finance**

John D. Jones  
Vice President for Finance

### **Office of Financial Aid**

Donna Quick  
Director of Financial Aid  
Constance Drakeford  
Financial Aid Counselor  
Julia Cunningham  
Assistant Director of Financial Aid  
Jessica Sellers  
Financial Aid Counselor

### **Office of Financial Services**

Beth Westbury  
Controller  
Virginia Ricker  
Director of Administrative Services and HR Manager  
Jacqueline S. Campbell  
Administrative Assistant; Perkins Loan Coordinator  
Tammy Childs  
Staff Accountant/Benefits Coordinator  
Marie Cunningham  
Tuition Account Services Coordinator  
Joanna Eargle  
Payroll Administrator  
Michelle Poindexter  
Cashier; Tuition Accounts Assistant  
Pete Saville  
Accounts Payable Clerk

### **Leadership Institute**

Linda B. Salane  
Executive Director of The Leadership Institute  
Candy Waites  
Director of Community Programs  
Carol Vaughn  
Project Manager

### **Police Department**

Howard M. Cook

Chief of Police  
Kristen Busbee  
Administrative Assistant  
Leslie Corey  
Corporal  
Claude C. Crumlin  
Corporal  
Thomas Hainey  
Patrol Officer First Class  
Stranata D. Hargrove  
Patrol Officer  
Tyrone Hicks  
Patrol Officer First Class  
Deborah Petrone Hughes  
Patrol Officer First Class  
Wayne Jamison  
Lieutenant  
Ken Meeks  
Patrol Officer  
Holly Riggs  
Patrol Officer  
Nicolette Saxon  
Victim Advocate  
Juan Venerable  
Patrol Officer

### **Office of the President**

Caroline Whitson  
President  
Donna Turner  
Executive Assistant to the President

### **Office of the Provost**

Laurie B. Hopkins  
Provost and Vice President for Academic Affairs  
Rosemary E. Broughton  
Executive Assistant to the Provost

### **Office of Public Relations**

Rebecca B. Munneryn  
Executive Director of Public Relations  
Dale M. Bickley  
Senior Assistant for Public Relations  
Mary Wall  
Director of Web Services and Publications

### **Office of the Registrar**

Scott Smith  
Dean of Curriculum and Assessment, Registrar,  
Director of Institutional Research  
Suzanne Archer-Brooks  
Director of Registration and Academic Progress  
Becky W. Hulion

Director of Registration for the Graduate School  
and Academic Liaison  
Donna S. Raines  
Director of Scheduling and Student Records  
Jeffrey E. Shelton  
Assistant Director of Institutional Research  
and Registration  
Teresa Smith  
Administrative Assistant

### **Office of Student Affairs**

Stephanie McNulty Kelley  
Dean of Students  
LaNae R. Briggs  
Director of Student Activities  
Marney Babbitt  
Student Affairs Programming Coordinator  
Mary E. Carlisle  
Coordinator of Campus Scheduling and Special  
Projects  
Lucy Fort  
Graduate Assistant, Student Activities and Student  
Union Programming  
Sue Gerdes  
Administrative Assistant, Student  
Activities and Residence Life and Housing  
Thelma Graham  
Nursing Coordinator of Medical Records  
Brenda Greene  
Administrative Assistant, Student Affairs  
Dr. Christopher T. Hutchinson  
College Physician  
Fiona C. Lofton  
Director of Career Services  
Kelli McErlean  
Graduate Assistant, Career Services  
Whitney Watts  
Graduate Assistant, Orientation and Leadership  
Nick Shrader  
Director of Residence Life and Housing  
Shanika Washington  
Coordinator, Asbury First-Year Center  
Brett Welsh  
Coordinator of Multicultural Affairs and  
Community Resources  
Katie Welsh  
Area Coordinator for Uperclass Housing  
Mitzi Winesett  
Director of Counseling Services  
Mary Ann Young  
Director of Student Health Services

### **Academic Directors**

Susanne Brown  
Director of Teacher Education

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

**Administrative Assistants,  
Academic Departments**

Tessie Andonaegui  
Division of Education  
Lynette Belcher  
Division of Business, Mathematics, and Sciences  
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  
Faye Pantsari  
Division of Arts and Communication Studies;  
Box Office Manager, Cottingham Theatre  
Barbara Parker  
Division of Behavioral Studies in Human Inquiry  
Patti Scurry  
Division of Languages and Literatures  
Heather Shelton  
Division of Languages and Literatures  
Amanda Thompson  
Division of Education



# Faculty

## Professors

Martha Brim (1983) -- Professor of Dance.  
B.F.A., M.F.A., Florida State University.

Margaret Ann Brinley (1994) -- Professor of  
Biology. B.S., Winthrop University; Ph.D.,  
University of South Carolina.

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.

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

Patricia E. Graham (1985) -- Professor of Dance.  
B.A., M.A., Butler University.

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

Melissa Heidari (1997) -- 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.

Charles M. Israel (1985) -- Professor of English.  
B.A., Wofford College; M.A., Emory  
University; Ph.D., University of South Carolina.

Norma J. Kirkland (1999) -- Associate Professor  
of Music. B.A., Newberry College; M.M.Ed.,  
University of Georgia; Ph.D., University of  
South Carolina.

Richard C. Krejci (1983) -- Professor of Physical  
Education and Health Promotion. B.S., M.S.,  
Ph.D., University of South Carolina.

Randolph D. Love (1979) -- Professor of Music.  
B.M., Ohio State University; M.M., D.M.A.,  
University of Cincinnati.

Tandy McConnell (1998) -- Charles Ezra  
Daniels 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.

Sara L. Nalley (1976) -- Professor of  
Communication and Theatre. B.A., Columbia  
College; M.A., University of Florida; Additional  
graduate study at the 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.

Sandra Robertson O'Neal (1976) -- Professor of  
English. B.A., Agnes Scott College; M.A.,  
Wake Forest University; Ph.D., Duke University.

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

Leigh Ann Spell (1996) -- Professor of Speech  
Language Pathology. B.S., Bowling Green  
University; M.S.L.P., Ph.D., University of South  
Carolina.

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) -- Professor of English.  
B.A., Newberry College; M.A., Ph.D.,  
University of South Carolina.

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.

Julia P. Baker (2003) – Associate Professor of  
Chemistry. B.S., Furman University; Ph.D.  
University of South Carolina.

Michael C. Broome (1973) – Stackhouse  
Associate Professor of English. B.A.,  
University of Chattanooga; M.A., Florida State  
University; Ph.D., University of South Carolina.

Tamara L. Burk (2003) -- Associate Professor of  
Communication Studies. B.A., M.A., University  
of Maine; Ed.S., Ph.D., College of William and  
Mary.

Rowan D. Crews Jr. (1999) -- Associate  
Professor of Religion. B.A., Davidson College;  
M.Div., Th.M., Ph.D., Duke University.

Joyce Fields (2000) -- Associate Professor of  
Child and Family Studies. B.S., Longwood  
College; M.S., Baylor University; Ph.D., Florida  
State University.

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

Ramiro Lafuente (2007) -- Associate Professor of  
Mathematics. M.A., Ph.D., Bowling Green State  
University.

Maria LaMonaca (2001) -- Associate Professor  
of English. Ph.D., Indiana University; M.A.,  
Indiana University; B.A., College of William  
and Mary.

James C. Lane (1997) -- Associate Professor of  
Elementary Education. B.S., M.Ed., Ed.S.,  
Ph.D., University of South Carolina.

Doris Giles Layton (2000) -- Associate Professor  
of Education. B.A., Winthrop University; M.Ed.,  
Ph.D., University of South Carolina.

Kirt E. Moody (2003) – 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.

Hyman Rubin III (1999) -- Associate Professor  
of History. B.A., Yale University; M.A., Ph.D.  
Emory University.

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

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.

Helen Tate (1999) -- Associate Professor of Communication. B.A., M.A., Idaho State University; Ph.D. Candidate, Indiana University, Bloomington.

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

Lisa A. Unterseher (2000) -- Associate Professor of Religion. B.A., University of Texas at Austin; M.Div., Ph.D., Southern Methodist University.

Ute Wachsmann-Linnan (2000) -- Associate Professor of Art History. M.B.A., University of South Carolina, M.L.I.S, University of California; Ph.D., University of Bonn.

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

### **Assistant Professors**

Cynthia Bryant (2005) – Assistant Professor of Education. B.A., M.Ed. South Carolina State University; Ed.D., University of Alabama, Tuscaloosa.

Chris Burkett (2006) -- Assistant Professor of Education. B.A., Newberry College; M.Ed., Columbia College; Ed.D., Nova Southeastern University.

Paul Carranza (2008) -- Assistant Professor of Spanish. B.A., The American University; M.A., Pennsylvania State University; M.A., Ph.D., University of Pennsylvania.

Calley Hornbuckle (2007) -- Assistant Professor of English B.A. Bennington College; M.A., Bridgewater State College; Ph.D., University of South Carolina.

Sharon L. Jones (2006) -- Assistant Professor of Political Science. B.A., B.S., M.A., University of South Florida; M.A., Ph.D., Syracuse University.

Rebecca Johnston (2009) – Assistant Professor of Music. B.M.E., Georgia State University; N.M.E, Ph.D., University of South Carolina.

Yuan Li (2007) --Assistant Professor of Business. B.S., M.B.A., Northwestern University; Ph.D., University of South Carolina.

Corinne D. Mann-Morlet (2007) -- Assistant Professor of French. B.A., Mary Baldwin

College; M.A., University of Virginia; D.E.A, University Paris; Ph.D., Pennsylvania State University.

Heather Matthusen (2008) – Assistant Professor of Philosophy. B.A., Hiram College; M.A., Ph.D., State University of New York.

Loren Ryan (2006) -- Assistant Professor of Education. B.A., M.Ed., Columbia College; Ph.D., Madison University.

Sandra Young (2006) -- Assistant Professor of English. B.A., George Fox University; M.A., The Citadel; Ph.D., University of South Carolina.

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

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

## **Associate Librarians**

Alexandra Leach (1997) -- Associate Librarian.  
B.A., M.L., University of South Carolina.

Jane P. Tuttle (1988) -- Associate Librarian.  
Mississippi; M.L.S., Ed.S., University of Alabama

## **Assistant Librarians**

Lin C. Lake (1983) -- Assistant Librarian. B.A., Winthrop  
College; M.L., University of South Carolina.

## **Lecturer Librarians**

Sarah L. Hood (2007) -- Lecturer Librarian. B.M., M.L.I.S.,  
University of South Carolina

## **Senior Lecturers**

Claudia Brinson (2007) -- Senior Lecturer of English.  
M.A., 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.

## **Lecturers**

Pamela Bond (2008)-- Lecturer in Social Work. B.A.,  
University of Georgia; M.Ed., University of South Carolina

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

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.A., Columbia University.

Jestine Odom-Smith (1997) -- Lecturer of Mathematics.  
B.A., Columbia College; Graduate study, University of  
South Carolina.

Peggy Ondrea (1997) -- Lecturer of Physical Education and  
Health Promotion. A.A.S., Luzerne County Community  
College; B.S., M.A., University of Alabama, Birmingham.

Helen R. Rapport (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

Liza Speece (2008) -- Lecturer of Spanish. B.A., University  
of North Carolina at Charlotte; M.A.T University of South  
Carolina

Debra M. Stayner (2002) --Lecturer of Human Relations.  
B.A., M.A., University of South Carolina.

## **Visiting Faculty**

Louis Rigley (2003) -- Visiting Professor of Biology. B.S.,  
Alderson-Broadus College; Ph.D., West Virginia  
University.

Marcy Jo Yonkey-Clayton (2008) -- Visiting  
Artist. B.A., Slippery Rock University; M.F.A.  
Texas Women's University.

## **Emeriti Administration**

R. Wright Spears, B. Div.  
*President Emeritus*  
1951-1977

## **Retired Faculty**

**Cecil Bierley, M.A.**  
**Wayne Bradley, M.A.**  
Mary Bryan, J.D.

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