



PRESBYTERIAN COLLEGE
Catalog

2016-17



Be Inspired *for* Life.

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The PC Experience

The PC Experience

Presbyterian College is a fully accredited, private, residential, baccalaureate institution related to the Presbyterian Church (USA). The College provides a liberal arts education within a community of faith, learning, and intellectual freedom.

In 1880, William Plumer Jacobs, pastor of Clinton's First Presbyterian Church who had earlier established Thornwell Orphanage, founded Presbyterian College primarily to provide education at a higher level for the orphans. For many years predominantly an institution for the education of men, Presbyterian College became fully coeducational in 1965.

While the student body typically represents more than 25 states and several countries, most of the students traditionally come from the Southeastern United States. Presbyterian College sustains a Christian heritage of integrity and service not only by striving for academic excellence but also with a comprehensive honor code, wide-ranging opportunities for volunteer service, and close attention to the needs of each student. The College grants B.A., B.S., and Pharm.D. degrees.

Mission

The compelling purpose of Presbyterian College, as a church-related college, is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student in preparation for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.

Goals That Guide the College in Fulfilling Its Mission:

- To help students gain a basic knowledge of humanities, natural sciences, and social sciences; a special competence in one or more particular areas of study; and an ability to see these studies as part of the larger search for truth
- To develop in students the ability to think clearly and independently, to make critical judgments, and to communicate effectively in both speech and writing
- To foster in students an aesthetic appreciation of the arts and literature
- To acquaint students with the teachings and values of the Christian faith
- To help students develop moral and ethical commitments, including service to others
- To help students attain a sense of dignity, self-worth, and appreciation of other persons of diverse backgrounds
- To encourage in students an appreciation for teamwork and for physical fitness and athletic skills that will contribute to lifelong health
- To foster in students an appreciation of, and concern for, the environment and natural resources

Honor

Committed to the rigorous pursuit of liberal learning and the teachings of the Christian faith, the Presbyterian College community is dedicated to integrity in the pursuit of truth and honor in the building of community. As members of this community, we share a common commitment to maintaining the high standards of honesty and honorable conduct required for this pursuit.

Since 1915, our commitment has been realized in our agreement to live under the Honor Code of the College. As this Code is student maintained, our agreement contains two parts: first, that we personally adopt the standards of conduct as stated in the Honor Code; and, second, that we deal responsibly with those of our peers who fail to do so. By holding one another accountable to this commitment, we ensure the integrity of our academic program and community.

Our acceptance of this commitment allows us to enjoy an atmosphere of mutual trust and respect among students, faculty, and administration. The academic and social advantages therein are many: as students, we are trusted to work independently; exams may be taken free of supervision; computer labs are available twenty-four hours a day; personal property is generally safe on campus; and one's word may be considered trustworthy, both on and off campus. It is our shared interest in preserving this atmosphere that motivates our commitment to the Honor Code.

However, privilege requires responsibility. We at Presbyterian College are responsible for knowing the purpose, design, and procedures of our Honor Code and are required to exhibit honorable conduct in all areas of life: social as well as academic, off campus as well as on. It is solely through the consistency of this commitment that we may both trust and be trusted, respect and be respected, regardless of place or circumstance. Therefore, each of us is expected to maintain the integrity of that commitment at all times.

When we join the Presbyterian College community, we sign the Roll of Honor and formally enroll under the pledge:

"On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College."

The Academic Honor Code

Presbyterian College students pledge to abstain from all deceit and dishonorable conduct in their academic work, as in their lives outside of the classroom. Though many acts may at times be considered deceitful or dishonorable, students at Presbyterian College agree that lying, cheating, plagiarism, and failure to enforce the Academic Honor Code are by definition dishonorable and are, therefore, always in violation of the Honor Code.

The Academic Honor Code

1. **Lying** is defined as any attempt to deceive, falsify, or misrepresent the truth in any academic matter.
2. **Cheating** is defined as the employment of or rendering of any unacknowledged or unallowed aid in any academic work.
3. **Plagiarism** is defined as the presentation in or as one's own work of the words, work product, or ideas of another person without appropriate citation or acknowledgement.
4. **Failure to enforce the Academic Honor Code** is defined as any act of omission that permits violations of the Academic Honor Code to occur or to go unreported.

All students enrolling at Presbyterian College are bound not only to abstain from the above, but also to report such acts committed by fellow students. When events of a questionable nature occur in matters of scholarship, it is the responsibility of each student to promptly communicate that information to the Academic Honor Council which will determine whether or not a violation has occurred.

Pledged Work

All academic work at Presbyterian College falls under the Academic Honor Code. Quizzes, tests, examinations, projects, and papers to be graded are governed by and should be accompanied by the pledge:

"On my honor, I pledge that I have neither given nor received any unacknowledged aid on this assignment,"

followed by an act of student acknowledgement, usually a signature. Unacknowledged aid includes aid that is not allowed by the instructor.

Academic Honor Code Penalties

Subject to a decision by the Council or on appeal to impose a different penalty, in accordance with the standards set forth in Section IV.E.2.j of the Blue Book, the penalties for a violation of the Honor Code shall be as follows:

For a first violation:

- (i) Immediate suspension for the remainder of the current semester; and
- (ii) For violations involving cheating, plagiarism, or lying to gain academic advantage in a course, a grade of “F” will be imposed in that course and in any other course in which the instructor of that course certifies the student was failing as of the date of violation, with withdrawals assigned in all other courses.

The penalty for a second violation of the Honor Code is immediate and permanent expulsion from the College.

For additional information, please see the Blue Book.

Diversity

Presbyterian College’s commitment to diversity and inclusivity is grounded in the College’s Mission Statement and extends to the entire Presbyterian College community.

The College seeks to foster mutual respect and understanding among and for all people of different cultures, ethnicity, races, religions, sexual orientations, genders, ages, national origins, socioeconomic backgrounds, and physical abilities.

We strive to enrich our community by attracting, supporting, and retaining students, faculty, and staff from a diversity of backgrounds and perspectives who bring a variety of talents, passions, and world views.

We believe Presbyterian College should be a place where those who live, work, and study see difference as an opportunity and stimulus to learn about themselves, each other, and the larger world.

We are committed to assisting students in developing humane instincts and disciplined and creative minds for lives of leadership and service.

We are intentional about deepening our knowledge, awareness, and understanding for all people, and we seek to develop skills to interact constructively across our differences.

We are compelled to act to make our community and the world more socially just because we recognize the dignity and worth of every person.

Assessment

All undergraduate PC students will take part in regularly scheduled assessment programs in order to honor the College's commitment to the integration, development, and success of each student. Assessment instruments evaluate a range of constructs including, but not limited to, students' levels of engagement in the classroom, participation in service and religious life, approaches to ethical dilemmas, satisfaction with college experiences, critical thinking patterns, and progress in cognitive development. Students who complete assessment expectations will receive an 'S' on their academic transcript, whereas non-participation without a valid excuse or unsuccessful participation results in a 'U' on the student's transcript.

The Presbyterian College campus is home to students who are willing to challenge themselves to be the best, who have demonstrated academic and leadership potential, and who have displayed drive and initiative both inside and outside the classroom.

The College's Admissions Office seeks students who can benefit from—and contribute to—Presbyterian College. The majority of incoming freshmen rank in the top quarter of their high school classes and have participated in activities ranging from athletics to music to volunteer service to student government.

Presbyterian College seeks students who demand the best from themselves, from those around them, and from their learning environment.



Admissions

Requirements for Admission

Presbyterian College admits students based on their academic and personal qualifications. Admission decisions are made after careful review of the application, high school transcript, class rank, scores from the SAT or the American College Testing Program (ACT), and writing ability. An interview is preferred, a recommendation from a high school official is encouraged, and interested students are urged to visit the campus. The College does not discriminate against applicants or students on the basis of culture, ethnicity, race, religion, sexual orientation, gender, age, national origin, socioeconomic background, or physical ability. PC reserves the right to refuse the original application or the readmission for any semester of any student who, in the opinion of the Admissions Committee, does not fit into the scholastic or social life of the campus. PC adheres to the National Association for College Admission Counseling's Statements of Principles of Good Practice and the Statement of Students' Rights and Responsibilities.

Admission policies are established by the Board of Trustees.

Admission from High School

The College ordinarily requires for entrance the completion of a four-year high school course of study, including four units of college preparatory English, four units of mathematics (including Algebra I, Algebra II, and geometry), and two or more units each of a foreign language, laboratory science, history, and social science. Applicants are strongly encouraged to take honors, Advanced Placement, and International Baccalaureate courses whenever possible.

Test-Optional Admissions Policy

Students applying to Presbyterian College can decide whether they want their standardized test scores (SAT or ACT) used in the admissions process. If a student maintains a cumulative grade point average of 3.25 throughout his/her high school career, standardized test scores are not required.

PC uses a recalculation of the student's core academic courses when considering students for the test-optional admissions policy. The recalculated grade point average will be different than what appears on your high school transcript.

While students who apply using the test-optional admissions policy will be considered for merit-based scholarships, omission of standardized test scores can impact the scholarship level a student is eligible to receive.

Application and Notification Dates

	Application Deadline	Notification Date	Deposit Date
Early Decision *	November 1	December 1	January 15
Early Action ** Deadline to be considered for Griffith Scholarship and the China Scholars Program.	November 15	December 15	May 1
Regular Decision Deadline to be considered for all other academic, music, ROTC, and leadership scholarships.	February 1	March 15	May 1

Early Decision

An early decision plan is available for prospective students who have decided that Presbyterian College is their college choice. Students interested in the early decision option must submit all regular admission materials no later than November 1 of their senior year. Early decision applicants will receive notification by December 1. Early decision candidates applying for financial assistance also must submit a Presbyterian College financial aid information form.

Early decision students offered admission must submit a \$400 non-refundable deposit by January 15 and must withdraw any applications submitted to other institutions.

Transfer Students

Transfer students are admitted based on the academic record of all colleges or universities a student has attended, their high school record, and scores from the SAT or ACT.

Students from regionally accredited four-year institutions or junior colleges may be considered for admission provided they have a minimum overall 2.50 grade point average (GPA) in college work completed and, at the time of registration at PC, they are eligible to re-enroll in the institution last attended.

All transfer applicants must submit transcripts from all colleges or universities attended, their high school transcript, SAT or ACT scores, and a statement of good standing from the institution last attended as a full-time student.

Transfer students will be granted appropriate credit for courses that correspond to or are the equivalent of courses offered by Presbyterian College and that have been satisfactorily completed. Courses that do not correspond to courses offered by PC may be accepted as “free electives” with approval from the Provost up to a maximum of 24 credit hours toward graduation requirements.

All transfer credits are tentative and dependent on satisfactory work at PC. A maximum number of 68 hours can be transferred from a two-year college. Transfer students must complete general education requirements for the year in which they enter.

Special Students

Students who are not candidates for a PC degree may, upon approval from the Dean of Enrollment Management, be admitted to such classes as they may be prepared to take and shall be officially classified as “special students.” Special students can change to regular student status only by submitting a new application requesting such a change to the Admissions Office.

Deposit

Admitted freshmen and transfer students are asked to confirm their intention to enroll by submitting a \$400 non-refundable deposit.

Matriculation Pledge

Each student must sign this matriculation pledge upon enrollment:

“On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College.”



Student Aid

The Presbyterian College Financial Aid Office serves as a resource to inform and assist students and parents in finding financial assistance to enable students to attend Presbyterian College. Services offered include informing, counseling, and assisting students and parents in a timely and equitable manner. All functions of the Financial Aid Office are geared to enhance the overall learning and spiritual objectives of Presbyterian College.

The Financial Aid Office is dedicated to helping students and their families make attending Presbyterian College affordable. There are many different sources of financial aid available to qualified students. It is best to complete and submit all required forms as soon as possible, as most financial assistance is awarded on a first-come, first-served basis for qualified applicants.

The Financial Aid Office awards financial aid to qualified applicants regardless of race, religious creed, gender, place of national origin, or ethnic group.

The cost of a college education is a major expense item in most family budgets. Presbyterian College recognizes this reality with a financial aid program designed to help those qualified students who need assistance to attend school.

Parents are expected to make a maximum effort toward underwriting the cost. Beyond this point, the College offers a variety of scholarships, grants-in-aid, work opportunities, and loan funds to help defray expenses.

To help assess the need of each student, PC requires the Free Application for Federal Student Aid (FAFSA). This application makes a standard evaluation of family financial resources and recommends the amount of aid needed, and the federal government approves this approach for the numerous student aid programs it finances on college campuses. Apply online at www.fafsa.ed.gov.

Annual review of the recipient's financial need is determined by yearly submission of the FAFSA. The priority deadline for receipt of the FAFSA results is February 1 for new and prospective students.

A candidate for a scholarship or other financial aid must be accepted for admission to PC to be eligible for consideration.

PC reserves the right to amend or adjust an award should a student receive additional aid from any source, including scholarship, loan, or work on or off campus. Awards may be underwritten by funds from any source.

Financial Aid Application Process

Financial aid applicants must complete the FAFSA online at www.fafsa.ed.gov. The student and one parent will need his/her FSA ID number from the Department of Education in order to electronically sign the FAFSA. If you do not currently have a FSA ID number, you may request a one at fsaid.ed.gov. The completion and submission of the FAFSA allows financial aid administrators to determine how much parents are expected to contribute to the educational costs for the student. It is a fair and equitable system of establishing the financial need for each student. To be considered for full funding, students should complete the FAFSA as soon as possible after October 1.

All aid applicants are strongly urged to check with local service clubs, churches, or employers about scholarships they might offer.

By completing the FAFSA, a student applies for federal, state, and institutional aid. Students should complete only one FAFSA each year. Presbyterian College will receive the FAFSA results electronically. The college FAFSA code is 003445.

Completing the FAFSA is easy. Simply go online to the following web address and follow the step-by-step instructions: www.fafsa.ed.gov or www.fafsa.gov.

Students must be enrolled full-time (12 hours or more) to receive institutional funds, federal funds (with the exception of the Pell Grant), and state funds. Students may receive institutional financial assistance for a total of four years or eight semesters. If students receive outside scholarships, Presbyterian College institutional funds may be adjusted (reduced) based on eligibility or need for financial aid.

All students are awarded as on campus (residential) students unless the parent and/or the student notifies the Financial Aid Office that he/she will commute and is approved by the Office of Residence Life to live off campus. If a student changes status from a boarding student to a commuting student, his/her financial aid could be affected. The financial aid would be adjusted (reduced) to reflect the difference between an on-campus budget and a commuting budget. Please contact the Financial Aid Office with questions.

Students may not receive financial aid funds in excess of cost of attendance, which includes tuition, fees, room and board, personal expenses, transportation, books, and supplies, regardless of the source(s) of financial assistance. Institutional funds awarded may not exceed direct costs of tuition, fees, room, and board. No exceptions apply to this policy. Students are responsible for the purchase of books and supplies and should allow between \$1,500 and \$2,000 per year.

Award Limitations

All institutional aid is awarded on a first-come, first-served basis, and funding is limited. Students must file the FAFSA by March 1 in order to be eligible to receive institutional funds. As a general policy, institutional financial aid is awarded only to students who have earned an overall grade point average of at least 2.1 on a 4.0 scale. Any student with a cumulative GPA of less than a 2.0 will not be eligible for institutional aid. Financial aid through Presbyterian College is not available to students who take classes at any other institution.

Presbyterian College institutionally funded aid is not available for summer school, part-time students, fifth-year students, Presbyterian College School of Pharmacy students, audited courses, independent study, or students seeking unapproved domestic or international studies.

Financial aid applicants are reviewed and awarded individually and on an annual basis. In the awarding of institutional aid, factors such as need, academic potential, major, talents, and other aid received are considered.

Satisfactory Academic Progress

In order to be eligible for federal financial aid, a student must maintain satisfactory academic progress (SAP), measured by both qualitative and quantitative means in the following three areas of performance: completion rate for coursework enrolled, cumulative grade point average earned, and the maximum time frame to complete a degree. Qualitative measures are described in the SAP guidelines under academic policies. Quantitative SAP is measured both over the entire course of study and in increments of study. The maximum number of semesters a student can receive federal aid is 12. Increments are defined as an academic year, which include fall and spring semesters. In order to maintain quantitative SAP, students must earn 67 percent of the credit hours attempted over an academic year. Failure to earn credit for 67 percent of all classes will result in ineligibility for federal aid for the following semester. Eligibility may be restored once the 67 percent threshold is regained.

Institutional aid is not available for students who do not meet SAP. Students may appeal to the Financial Aid Appeals Committee through the Financial Aid Office if there are extenuating circumstances (such as the death of a relative, an injury or illness of the student, or other special circumstances). Students on academic probation, whether by qualitative or quantitative standards, are subject to a reduction in institutional aid until they are considered to be in good academic standing with the College. SAP standards apply for all federal, state, and college funded financial assistance programs.

Frequency and Interval of Review: SAP is reviewed at the conclusion of the spring semester prior to the awarding of any federal financial aid and institutional awards for the upcoming academic year.

Maintaining Qualitative and Quantitative Eligibility: Students must meet the following three requirements at the end of each semester to maintain SAP and eligibility for federal financial aid programs:

Completion Rate (67 Percent Pace Rule): Students must, at a minimum, receive a satisfactory grade in the courses attempted by completing 67 percent of the credits for which they enrolled. This calculation is performed by dividing the number of credits earned by the credits attempted. Credit hours attempted are generally based on the student's enrollment on the financial aid census date. Withdrawals, audits, and grades of F, I, or U are not considered successful completions for federal financial aid purposes.

Cumulative Grade Point Average:

Hours Attempted	Academic Progress Level
0-48 hours	Below 1.75 GPA
49 or more hours	Below 2.00 GPA

Maximum Time Frame: Students who have completed a degree or certificate are considered to have reached the maximum time frame. Students must complete a degree or certificate program in no more than 150 percent of the average length of their program. Time frame limitations include all credits pursued, earned, dropped, repeated, and failed. All applicable transfer hours accepted by PC are included as hours attempted as well as hours earned.

All credit hours are included regardless of whether the student received financial aid. Students pursuing additional degrees are likely to reach the maximum time frame. The maximum time frame may be adjusted upon receipt of an appeal.

Program Type Total Credit Hours Required Maximum Attempted Hours Allowed for Aid Eligibility

Program Type	Maximum Years/Sem.	Maximum Attempted Hours
Bachelor's	6 years / 12 semesters	180
Pharmacy	5 years / 10 semesters	174

Other Factors:

- **Audits:** Classes taken for audit will not be considered when determining semester award amounts or minimum semester credits completed. Classes taken for audit will not be considered as attempted credits toward the maximum time frame for completion.
- **Repeated Coursework:** To count toward enrollment status for financial aid purposes, a previously passed course may be repeated once. A failed course may be repeated until passed.

Probation and Loss of Eligibility Status

Financial aid probation and loss of eligibility apply only to a student's status for purposes of financial aid eligibility at PC. This does not become part of the student's permanent record and is not transferable to other institutions. Please be aware that financial aid status may differ from academic status.

- **Financial Aid Probation:** If a student does not meet SAP requirements, he/she may complete an appeal for reinstatement of aid if there are extenuating

circumstances. Approval of the appeal grants reinstatement of financial aid on a one term basis.

- **Loss of Eligibility:** A student will lose federal financial aid eligibility if the requirements for maintaining eligibility are not met during the warning or probationary semester. Students who have reached or exceeded the maximum time frame for completion will be placed on immediate loss of eligibility status.

Reinstatement of Eligibility

Completion of Credit and Cumulative GPA

Students may appeal a federal financial aid suspension for any of the following reasons: personal injury, illness, death of a family member, or special circumstances. To appeal for any of the above situations, students must submit a complete appeal packet. The packet includes

- 1) a written statement indicating what circumstance prevented the student from meeting the standards and what steps the student plans to take to ensure future success; and
- 2) a program evaluation signed by the student's current academic adviser.

Reinstatement is effective for the current term or next term of enrollment as determined by the Financial Aid Appeals Committee. Reinstatement of aid is not effective retroactively for a completed term.

Policy on Recalculation of Hours

If a student drops hours after the drop/add period, no adjustment is made to the charges or the aid for that semester.

Policy on Refunds for Withdrawn Students

If a student withdraws from all classes during the first 60 percent period of the semester, all aid that is not earned will be returned to the aid program involved. Refunds (including Return to Title IV refunds) will be calculated on a per-diem basis tied to the semester calendar. Students who withdraw during the final 40 percent period of the semester will receive no refunds, and no adjustment to charges will be made. Aid will be returned in the following order:

1. Federal Direct Student Loan – Unsubsidized
2. Federal Direct Student Loan – Subsidized
3. Perkins Loan
4. PLUS Loan
5. Federal Pell Grant
6. Supplemental Educational Opportunity Grant
7. TEACH Grant
8. State funds
9. Presbyterian College grants and scholarships
10. Private scholarships

A revised aid award letter will be updated and an email will be sent to the student to go to his/her BannerWeb account to view the revised financial aid package. The Business Office will recalculate the charges and refund any overpayment to the student or parent if the student did not receive financial aid funds.

Return of Presbyterian College Funds Policy: No refund(s) will be made from Presbyterian College funds to students who withdraw, regardless of the withdrawal date.

Return of S.C. State Funds Policy: Refund(s) will be made to S.C. State programs on a pro-rated basis.

Return of Outside Scholarship Funds Policy: No refund(s) will be made to any outside scholarship program, regardless of the withdrawal date.

Appeal Process for Determination of Withdrawal Date

If a student feels there are unusual circumstances regarding the withdrawal date, he/she has the right to appeal. The appeal should be directed to the Provost's Office.

Copies of the Financial Aid Withdrawal Worksheet (Department of Education's Return to Title IV calculation) and examples of the refund process are available upon request from the Financial Aid Office.

Presbyterian College Academic Scholarships

The scholarship programs described below are awarded competitively to entering freshmen on the basis of academic merit, extracurricular activities, leadership, and character. Financial need is not a factor. The selection process includes a review of applications, high school records, standardized test scores, and, for the Griffith Scholarship, campus interviews. These scholarships are usually packaged along with other types of financial aid and may only be a part of the total financial aid award. Please contact the Admissions Office or the Financial Aid Office for more information about these scholarships or about other types of available aid. Each of these awards applies to the undergraduate program only and does not apply to the School of Pharmacy.

Griffith Scholarship: PC's most prestigious award, the Griffith Scholarship, covers the full cost of tuition, fees, room and board and is renewable for up to four years of undergraduate study at PC with specific GPA renewal requirements. Two high school seniors selected each year as Griffith Scholars not only will have exhibited exceptional academic achievement, but they also will have demonstrated leadership ability and potential as well as outstanding personal character. To be considered, candidates must submit an admissions application by November 15.

China Scholars Program: The China Scholars Program welcomes up to 30 students each year. As freshmen, these students complete two semesters of Chinese language instruction at PC, followed by an immersion experience during a Maymester trip to China. Candidates must submit an admissions application along with an additional essay by November 15.

Music Scholarships: The Department of Music offers two types of scholarship support: The General Scholarship in Music is available to all PC students interested in participating in the department's programs and ensembles, while the Dorothy C. Fuqua Music Scholarship is available only to students who intend to major in music. Candidates must submit the Music Scholarship Application to the Department of Music. Direct any questions to the department at 864.833.8470 or music@presby.edu.

Merit-Based Scholarships: Presbyterian College offers a wide variety of merit-based scholarships for academic and leadership accomplishments throughout high school. When evaluating a student's file for merit scholarships, we consider academic performance, strength of curriculum, strength of high school, SAT/ACT scores, class rank, and leadership. Candidates must complete an admissions application by February 1. All merit-based scholarships are awarded based on a student's re-calculated GPA using only core academic courses taken in high school.

Palmetto Boys State and Palmetto Girls State Scholarships: PC offers a limited number of scholarships to attendees of Palmetto Boys State and Palmetto Girls State. Candidates must be accepted for admissions by February 1.

ROTC Scholarships: High school juniors and seniors may apply for the U.S. Army ROTC Four-Year College Scholarship, which includes full tuition and fees, \$1,200 annually for books, and a monthly stipend for contracted cadets. Additionally, Presbyterian College may pay room and board for these scholarship recipients. Candidates must submit an admissions application by November 30 and the FAFSA by March 1. Current PC students may also apply for ROTC scholarships. Visit the Military Science Department for details.

Endowed Scholarships

Presbyterian College holds in its endowment over 500 scholarship funds. These scholarships, established by alumni, churches, foundations, corporations, parents, and friends of the College, often carry the name of the donor or the name of someone whom the donor wishes to honor.

Donors of endowed scholarships have designated the qualifications that students must have in order to become recipients of the scholarships. Designations include students with financial need, students demonstrating outstanding academic ability, students studying in specific disciplines, student athletes, and students from specific geographical areas or specific local churches. Endowed scholarships are administered

through the Financial Aid Office. Students will be required to complete a FERPA Scholarship Authorization form annually.

Other Institutional Assistance Programs

Athletic Scholarships: Athletic scholarships are available for men in baseball, basketball, cross-country, football, golf, soccer, and tennis. Women may receive scholarships in basketball, cross-country, golf, lacrosse, soccer, softball, tennis, and volleyball.

Presbyterian College Grants: The Scholarship Committee awards other grants to students who qualify due to need or outstanding achievements. Awards may be renewable, provided satisfactory progress is maintained.

Campus Work Opportunities: Many work opportunities are available on campus through which a student may earn funds toward meeting expenses. Jobs include work in the library, administrative offices, faculty departments, health center, student center, and campus services, as well as positions as residence counselors and receptionists. Priority for work opportunities is given to students with financial need through the Federal Work Study Program.

South Carolina Scholarship, Grant, and Loan Programs

General eligibility criteria for scholarships and grants:

- **Must be a South Carolina resident**
- **Must be a U.S. citizen or legal permanent resident**
- **Must be enrolled as a degree-seeking student** at an eligible South Carolina public or independent institution
- **Must not owe a refund** or repayment on any state or federal financial aid and not be in default on a federal student loan
- **Must have never been convicted of a felony** and have not been convicted of any second or subsequent alcohol/drug-related misdemeanor offense(s) within the past academic year

Students may receive only one (1) of the following scholarships from the state of South Carolina: Palmetto Fellows Scholarship, LIFE Scholarship, or SC HOPE Scholarship.

South Carolina Tuition Grant: This grant provides up to \$3,200 per year for up to four years to qualified legal residents of South Carolina attending Presbyterian College. Awards are based on financial need as determined by the South Carolina Tuition Grants Commission. Students must successfully complete at least 24 semester hours

and continue to have financial need to be eligible for renewal each year. Students must apply through the FAFSA by June 30.

South Carolina Teachers Loan: Students who express an intention to teach may be eligible for a South Carolina Teacher Loan to assist in financing their college education. The Financial Aid Office can supply details for this special program designed to attract high-quality students into a career of teaching. Students must apply by April 15 of each year to be considered for these funds.

Palmetto Fellows Scholarship: This scholarship awards \$6,700 for freshmen and \$7,500 for sophomores, juniors, and seniors, up to a maximum of eight consecutive semesters. Three requirements for eligibility include

- (1) a 3.5 GPA at the end of the high school junior year (state uniform grading scale); and
- (2) scoring at least 1200 on the SAT or 27 ACT equivalent; and
- (3) ranking in the top 6 percent of the class at the end of the sophomore or junior year.

Two requirements for alternate eligibility include

- (1) a 4.0 GPA at end of high school junior year (state uniform grading scale) and
- (2) scoring at least 1400 on the SAT or 32 ACT equivalent. Scholarship recipients must maintain a 3.0 PC GPA and earn at least 30 credit hours each academic year to retain the scholarship. This scholarship may begin the sophomore year as long as a major is declared by the fall drop/add deadline.

Palmetto Fellows Scholarship Enhancement: Recipients with at least 30 hours and who, as a freshman, earned 14 hours in math and/or science and who are math and science majors, will receive an additional amount of up to \$2,500 for a maximum of \$10,000. Palmetto Fellows with at least 30 hours but who do not meet the conditions above will receive an additional amount of up to \$800 for a maximum of \$7,500. Entering freshmen, regardless of major, will receive a maximum of \$6,700. For renewal, students must maintain a 3.0 GPA (which must be earned at PC), earn 30 hours per academic year (fall, spring, and summer terms), and continue as a math/science major.

LIFE Scholarship: Eligible South Carolina residents must meet two of three criteria in order to receive this \$5,000 scholarship:

- (1) a 3.0 GPA (state uniform grading scale);
- (2) an 1100 SAT or 24 ACT composite score; or
- (3) rank in the top 30 percent of the high school class. Students can gain eligibility at Presbyterian College with an average of 30 hours per academic year (fall, spring, and summer terms) and a 3.0 cumulative collegiate GPA. To maintain eligibility, students must maintain a 3.0 collegiate GPA and earn an average of 30 credit hours per academic year (fall, spring, and summer terms). Eligibility for entering freshmen is based on the final high school transcript.

LIFE Scholarship Enhancement: Recipients with over 30 hours and who, as a freshman, earned 14 hours in math and/or science and who are math and science majors will receive an additional amount of up to \$2,500 for a maximum of \$7,500. Entering freshmen, regardless of major, and upperclassmen who do not meet the above conditions, will receive a maximum award of \$5,000. To maintain eligibility, students must maintain a 3.0 collegiate GPA, earn an average of 30 credit hours per academic year (fall, spring, and summer terms), and continue to pursue the math/science major. Eligibility for entering freshmen is based on the final high school transcript. This scholarship may begin the sophomore year as long as a major is declared by the fall drop/add deadline.

In addition to defining eligible majors, individual courses must be identified that meet the 14 hours of math and/or science during the freshman year requirement. Please note that current interpretation of the new legislation precludes students from ever becoming eligible for the enhancements if the 14-hour requirement is not met by the end of the freshman year. AP credits and dual enrollment courses (college courses taken while in high school) can satisfy the 14-hour rule.

Palmetto Fellows Scholarship and LIFE Scholarship Enhancements: The state of South Carolina has created \$2,500 per year enhancements for Palmetto Fellows and/or LIFE Scholarship recipients majoring in science or math fields. To receive the Enhancement, a student must be a second-year student or beyond and meet first-year requirements. The first-year requirements must be completed in the student's freshman-year, which includes the fall, spring, and summer semesters. First-year requirements: Complete 14 hours in science and/or math.

To meet the first-year requirements, students can use credits from AP/IB/CLEP, high school dual enrollment, courses taken the summer before the freshman year and courses taken as pass/fail. Please note that although these types of courses count towards the freshman year requirements for an enhancement, they do not count toward meeting the renewal criteria of Palmetto Fellows. The PC approved Math/ Science majors for the SC Palmetto Fellows or LIFE Enhancements are: Biology, General; Biochemistry; Mathematics; Chemistry, General; Physics, General; Medical Physics.

South Carolina HOPE Scholarship: Students who do not qualify for a LIFE scholarship may be eligible for a South Carolina HOPE Scholarship. To be eligible for this one-time scholarship of \$2,800, the student must have a 3.0 GPA and be a SC resident at the time of high school graduation and college enrollment. A student who receives the Hope Scholarship can still be awarded a LIFE Scholarship later if he/she meets the requirements. The SC HOPE is a freshman only scholarship. It is not renewable.

South Carolina State Scholarships:

Year In College	SC HOPE	LIFE	LIFE Enhancement	Enhancement for Approved Math/Science
Freshman	\$2,800	\$5,000	No	No
Sophomore	No	\$5,000	\$2,500	\$7,500
Junior	No	\$5,000	\$2,500	\$7,500
Senior	No	\$5,000	\$2,500	\$7,500
	Palmetto Fellows	Palmetto Fellows Enhancement	Palmetto/ Enhancement for Approved Math/ Science Majors	SC Tuition Grant (Must complete FAFSA each year)
Freshman	\$6,700	No	No	\$100-\$2,900
Sophomore	\$7,500	\$2,500	\$10,000	\$100-\$2,900
Junior	\$7,500	\$2,500	\$10,000	\$100-\$2,900
Senior	\$7,500	\$2,500	\$10,000	\$100-\$2,900

Federal Programs of Student Assistance

Pell Grants: Awards ranging up to \$5,730 per year (determined by a standard needs analysis formula) may be awarded to eligible students. These grants are based on an individual's enrollment status and may be paid for full-time, three-quarter time, and half-time attendance.

An application must be submitted each year (FAFSA). Awards are renewable, provided the student maintains satisfactory progress and continues to have financial need as determined by the U. S. Department of Education.

The Pell Grant is an entitlement program. No repayment is required unless a refund is due as a result of enrollment changes or withdrawal from studies.

Federal Supplemental Educational Opportunity Grant: Awards are made to students of exceptional financial need who, without the grant, would be unable to continue their education. Awards range from \$100 to \$4,000 per year, depending on need and available funds.

Determination is made by the College and based upon the results of the FAFSA. For renewal, students must maintain satisfactory progress and continue to have exceptional financial need.

Federal Direct Student Loan: Loan amounts range from \$3,500 per year to eligible freshmen, \$4,500 for sophomores, and \$5,500 per year to juniors and seniors through

the Federal Stafford Loan Program. For the subsidized, or need-based, Federal Stafford Loan, payments of principal and interest are deferred until the student is no longer enrolled on at least a half-time basis. Renewal is based on continuing need.

Unsubsidized, or non-need, Federal Stafford Loans are also available, up to \$2,000. Additional information is available from the Office of Financial Aid or www.presby.edu. Stafford loans can be applied for at www.studentloans.gov.

Federal Parent Loan for Undergraduate Student: PLUS is a federal loan program that allows parents to borrow up to the cost of attendance minus any financial aid received per academic year. It is not based upon need. Repayment begins 60 days after disbursement and may be extended up to ten years. The interest rate is fixed. PLUS loans can be applied for at www.studentloans.gov.

Federal College Work Study Program: The work study program provides jobs for students with established financial need who must earn a part of their educational expenses. Payments are made to the student by check each month.

The Supplemental Education Opportunity Grant, Perkins Loan, and the College Work Study Program are federal programs administered by the College. Recipients are selected by the Office of Financial Aid based on need and available funds. Students having the greatest need will receive priority for the awards.

The College must amend or adjust awards based on financial need should the student receive awards, long-term loans, or work that causes established need to be exceeded.

Veterans Benefits: Certain armed service veterans and dependents who qualify under federal laws (administered by the US Department of Veterans Affairs) are eligible to receive educational benefits. Information about these programs may be obtained by visiting www.benefits.va.gov/gibill.

Other Sources of Financial Assistance

Other State Grants: Out-of-state students should check with local state agencies to find out the availability of their grant programs.

Vocational Rehabilitation Scholarships: Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the departments of vocational rehabilitation in the student's home state.

Aid in the Local Community: Students are encouraged to seek out and apply for scholarships, loans, and work opportunities in addition to those available through the College, state, and federal funds. Suggested sources of aid to be explored include—but are not limited to—the following: civic clubs, bank trust departments, churches,

Program	Amount	Criteria	Renewal
Pell Grant	\$574 to \$5,645	Must file FAFSA	Must file FAFSA, Maintain SAP
SEOG	\$500 to \$4,000	Must file FAFSA, Pell Eligible, Funds are limited	Must file FAFSA Funds are limited, Pell Eligible, Maintain SAP
Federal Work Study	Amounts Vary \$1,000 + per year	Must file FAFSA	Must file FAFSA, Maintain SAP
Federal Direct Stafford Loan	FR \$3,500 SO \$4,500 JR \$5,500 SR \$5,500	Must file FAFSA, Subsidized (Need-Based) or Unsubsidized (No Need), Must be enrolled at least half-time (6 credit hours)	Must file FAFSA, Subsidized (Need-Based) or Unsubsidized (No Need), Maintain SAP
Federal Direct Unsubsidized Stafford Loan	\$2,000	Must file FAFSA, Must be enrolled at least half-time (6 credit hours)	Must file FAFSA, Maintain SAP
Federal Perkins Loan	\$500 to \$4,000 max per year	Must file FAFSA, Must have need	Must file FAFSA, Must have need, Maintain SAP
Federal PLUS Loan (Parent Loan for Undergraduate Students)	Up to Cost of Attendance minus Financial Aid	Based on credit history	Based on credit history, Must file FAFSA

professional organizations, veterans' groups, high school guidance offices, family employers, foundations, and community employment.

Consumer Information

Information on financial aid is available by visiting our PC Financial Aid Website at www.presby.edu. Click on the Financial Aid link in order to get more information. Specific questions can be asked on this website by sending them to fnaid@presby.edu. This catalog and the office staff can supply answers to questions concerning: refund policies; all aspects of the academic program; data regarding student retention; and the number and percentage of students completing a specific program of study. Details on this information are available to any student from the Registrar, Controller, or the Director of Financial Aid. Additional information available upon request from the

staff and from the catalog and handbooks of the College consists of: descriptions of all financial aid programs available to students who enroll in Presbyterian College; procedures and forms for applying for such aid; rights and responsibilities of students receiving such aid; criteria for continued eligibility; criteria for determining good standing and maintaining satisfactory progress; means and frequency of payment of awards; terms of loans; general conditions and terms of student employment; and cost of attending the institution, including direct and interest costs.



Financial Information

The College is deeply committed to offering each student an excellent education while focusing financial attention on cost containment. Policies and programs are in place to ensure that this occurs. Thanks to the generosity of donors—past and present—virtually no student pays the full cost of a Presbyterian College education. Annual support, together with income from endowments, covers a significant portion of the cost.

Charges for the 2016-2017 School Year

This information is correct as of July 1, 2016. Changes in assistance programs may result in changes to the following information. Some rooms, including single rooms, are charged other rates. The fee varies by type of room, ranging from \$3,902 to \$6,946 per year. A schedule of charges is available in the online Financial Brochure on the Business Office website.

Financial aid awards only apply to typical double room rates. Students and parents are responsible for paying any difference on premium alternate room rates.

An 8-meal-per-week plan is available to residents of Spradley Hall, Townhouses, Scottish Arms apartments, student teachers, and commuters for \$3,228 per year.

Fall and Spring Charges – Full-Time Enrollment		
	Resident Student	Commuter Student
Tuition	\$ 34,282	\$ 34,282
General Fee	\$ 2,210	\$ 2,210
Technology Fee	\$ 650	\$ 650
Room (Typical Double)	\$ 4,894	
Meals – 16/week Plan	\$ 5,150	
Total Annual Charge	\$ 47,186	\$ 37,142

Part-Time Enrollment

Senior citizens (age 62+) may audit a course for a flat fee of \$75. Parking stickers are included in the course fee for senior citizens.

Special rates are available for high school students enrolled in the dual enrollment program. Contact the Business Office for further information.

Fall and Spring Charges – Part-Time Enrollment

Tuition	\$1,428 per credit hour
Matriculation Fee	\$ 25 per semester
Technology Fee	\$ 27 per credit hour

Summer Charges

	Resident	Commuter Student
Tuition	\$460 per credit hour	\$460 per credit hour
Matriculation Fee	\$ 25 per term	\$ 25 per term
Technology Fee	\$ 26 per credit hour	\$ 26 per credit hour
Science Laboratory Course Fee	\$ 50 per course	\$ 50 per course
Room (Typical Double)	\$930 per term	
Meals	\$500 per term	

Fees

Applied Music Fees: Fees for applied music lessons are \$350 for a half-hour credit and \$550 for a one-hour credit.

Course Specific Fees: Each course that requires payment of a specific fee related to enrollment in a course will be disclosed in the portion of the catalog that describes the course.

Diploma, Cap, and Gown Fee: A one-time fee of \$125 for diploma, cap, and gown is automatically assessed and billed to each student upon reaching 90 credit hours or upon officially declaring dual-degree candidacy. A student who withdraws after paying the fee will receive a full refund. Upon re-entering Presbyterian College the fee is reassessed.

Directed Study/Internship Course Fees: Directed study or internship courses are charged at the per credit hour rate. Technology and matriculation charges may also apply.

General Fee: A \$1,105 per semester fee covers necessary charges that must be made for certain services and items of equipment. It includes matriculation, library, and student activities fees. Charges for student activities cover participation in athletic activities, free admission to all intercollegiate athletic contests played on campus, and subscription to student publications. This fee is required of all commuter and resident students.

International Student Fee: All international students are assessed a \$300 fee per semester.

Drop/Add Late Fee: Changes to a student's schedule may be allowed, in extenuating circumstances, after the "drop/add" and "withdrawal" deadlines. If approved, a fee of \$50 generally applies.

Miscellaneous Fees: Charges for special medicines, emergency transportation, services, and other appropriate items are made when and if these charges occur. These bills will be handled in accordance with College policy.

Orientation Fee: All incoming freshmen and transfer students are required to pay a \$200 orientation fee (subject to change).

Returned Check Fee: Students are charged a \$25 fee for any check received in payment of any obligation that is returned by the bank.

Science Laboratory Course Fee: Students are charged \$150 per science course requiring a lab.

Student Insurance Fee: All students are required to have insurance. Students are required to provide proof of insurance or sign the waiver card included on the medical form located on the new student orientation checklist page. If neither form is received, students may be enrolled in a suitable plan at their cost.

Study Abroad Fee: PC students studying abroad are assessed a \$300 per semester fee while abroad.

Technology Fee: All full-time students pay a \$325 per semester technology fee. Part-time students pay \$27 per credit hour up to a maximum of \$325 per semester. This fee supports the College's investment in computing and technology and it supports the educational program.

Travel Course Fees: Courses requiring travel (foreign and domestic) require additional charges. These costs, payable at the time the course is offered, are subject to change as circumstances of travel indicate. For any off-campus study or internship for which the student receives Presbyterian College credit, the minimum charge will be tuition and fees charged by Presbyterian College.

Escrow Deposits – Freshmen and Transfers

An Escrow Deposit is required of all incoming students. Students, upon receipt of their acceptance letter to enroll at Presbyterian College for the 2016-2017 academic

year, are required to pay a non-refundable \$400 Escrow Deposit. This deposit secures a space in the classroom for the appropriate entrance date for each semester and in the College's student housing program. The Escrow Deposit is held over the course of the student's academic career and will be applied toward any outstanding fees and fines that have not been paid upon graduation or withdrawal from the College. At that time if there is a credit balance after application of the deposit toward the student's tuition account, a refund will be processed within approximately 45 days. However, if after application of the deposit toward the student's tuition account there still remains an outstanding balance, payment in full of the outstanding balance must be received before the College will honor any requests for transcripts. The College will also withhold a student's diploma until any outstanding balance is paid.

The Escrow Deposit is refundable to returning students upon graduation or if the student has officially withdrawn and will not return within one year.

Advance Deposits – Returning Students

All returning students are required to pay a nonrefundable \$300 annual Advance Deposit that 1) secures a space in the classroom for the appropriate entrance date for each semester; 2) allows registration for future terms; and 3) allows participation in the College's student housing program. The Advance Deposit is credited to the student's tuition account and applied toward tuition and fees for the fall term or for the spring term for students not enrolled for the fall term.

Payment of the Advance Deposit is used by the College as an indicator of the students who are committed to continuing their enrollment. It assists the College in formulating plans for meeting the needs of the students. This deposit also serves to allow students to register for housing and participate in the housing lottery. Therefore, students who decide not to return to PC after payment of the Advance Deposit will forfeit the deposit.

Living and Dining Accommodations

With the exception of the Scottish Arms apartments, the fee for room rent includes accommodations in College housing, A/C, heat, lights, water, cable, laundry, and janitorial service for common areas. Water, sewer, and trash disposal are provided to students residing in the Scottish Arms. All other utilities are the responsibility of the student. Apartments are unfurnished.

The rates include all necessary expenses for a nine-month session except books and spending money. PC reserves the right to increase these rates if such action becomes necessary.

Personal expenses must be determined by the individual student. All full-time single students, except those commuting daily from their family's residence which is located within forty miles of the College, are required to live in College residence halls and subscribe to a meal plan each semester. Exceptions to this policy can be granted in extraordinary cases by the Dean of Students. Some senior-only housing is available in

Spradley Hall, the townhouses, and the Scottish Arms apartments. A housing lottery will determine which seniors will be permitted to live in these housing options or live off campus.

During the fall and spring terms, Greenville Dining Hall offers a wide variety of food to suit almost every taste. Five separate stations and two self-serve bars provide a mix of food styles. Many entrees are prepared to order and cooked while you watch. The College offers three meal plans – an 8-meal plan, a 16-meal plan, and an unlimited plan. Most students must select a full plan, either the 16-meal or the unlimited plan. Students residing in the College Townhouses, Spradley Hall, or the Scottish Arms apartments have the option of selecting an 8-meal plan. Student teachers residing in College housing have the option of selecting an 8-meal plan during their semester of student teaching. Commuters may elect any meal plan or choose no meal plan and pay at the door for any meals eaten in the dining hall.

All meal plans include “Bonus Bucks” that may be used in lieu of cash in the Springs Food Court. Additional Bonus Bucks may be purchased and added to the student’s ID card in the dining hall.

While enrolled in summer school, students have the option to reside on or off campus, but all students, regardless of hours taken, are eligible to reside in dormitories. PC and Aramark are pleased to provide a \$500 (per person) per session summer meal program. This is a required fee for all students living on campus during the summer. All meals are unlimited, meaning no restrictions are in place for the amount of meals consumed each week. Non-residential students may purchase individual meal tickets at Greenville Dining Hall. Checks should be made payable to Aramark.

Policy for Payment of Tuition, Fees, Room, and Board

The purpose of this policy is to provide Presbyterian College students and their families a clear understanding of the College’s requirements for payment of tuition, fees, room, board, and other charges that may be posted to the student’s account. The policy establishes the consequences of non-payment of accounts by the established deadlines. All statements are due and payable as indicated in the online invoice from the Office of Student Accounts found at www.presby.edu/stuacct. The College expects payment or enrollment in the payment plan through Tuition Management Systems (TMS) by the dates indicated. Payment plan participants’ TMS accounts must be in a current status when students arrive on campus for the semester.

Students who have not made payment or satisfactory arrangement for payment by the first day of class may be subject to holds that could deny them access to their grades, transcripts, or registration. PC reserves the right to drop a student’s course load due to non-payment. Details of the tuition and fees payment policy are available on the Business Office website.

The College reserves the right to accrue a finance charge on outstanding obligations not to exceed 18 percent APR.

Non-payment of financial obligations to the College can result in referral of accounts to outside collection agencies. Students will be responsible for payment of all collection costs, including legal fees that may be required for collection purposes. Also, the collection agencies will report delinquent accounts to the major credit bureaus resulting in potential damage to the individual's credit rating.

Hours for the Cashier window in the Smith Administration Building are 9:30-11:30 a.m. and 2:00-4:30 p.m. Monday through Friday. When the Cashier's window is closed, payments may be dropped into a secure mail slot underneath the window. Account information is available at www.presby.edu/stuacct.

Schedule for Payments (Annual cost is divided between the two semesters)			
		Resident Student	Commuter Student
Aug. 15, 2016	Fall Term (estimated)	\$23,593	\$18,571
Dec. 15, 2016	Spring Term (estimated)	\$23,593	\$18,571

Online Invoicing and Online Payment Available at www.presby.edu/stuacct

Bills are available online. Except in special circumstances, no paper bills will be mailed. Students may pay either by Electronic Check (E-Check) at no extra charge or by credit card (MasterCard, American Express, or Discover) for a 2.5 percent processing fee. The site offers payment confirmation immediately after the transaction is completed. Fund posting may take three-to-five business days. Checks may also be mailed or submitted in person to Presbyterian College. To view the invoice and make payments at any time, students will need their PC identification number and the last four digits of their social security number.

Tuition Payment Plan (monthly installment plan)

Several plans are offered including a 10-Month Plan (opening in May), a Fall Plan (opening in May), and a Spring Plan (opening in October). (Annual fee – \$65 and semester fee – \$50; live customer service available during normal business hours.) Advance and/or Escrow deposits may not be paid through the installment payment plan. Go to the online application at presby.afford.com or call toll free at 800.722.4867.

Refund Policy

General refunds (overpayment or excess loan funds) will be disbursed each semester unless the student completes a carry forward credit form, which allows the Office of Student Accounts to hold the refund from the fall term to the spring term. All refunds will be made payable to the student except when there is a PLUS (Parent Loan) on the account.

Students who change room or meal assignments with the permission of the Office of Residence Life will have adjustments to the corresponding charges on their student accounts based upon the effective date of the change. A refund will be disbursed if a credit balance results after the changes on the student account.

During the summer terms, the first day of class will be used for the purpose of computation of refunds. Refunds will be computed on all fees, including room and board, based on the prorated refund calculation required by federal law. The refund will apply for any student whose withdrawal date is through the 60 percent enrollment period in time (through the third week). The prorated refund calculation will also apply to financial aid awards to be refunded to all sources. An administrative fee of \$100 (as allowed by law) will be assessed on withdrawals.

Withdrawal from the College

Many commitments of the College are based upon the enrollment at the beginning of the year. Students are expected, therefore, to be in attendance for the entire year. Students who withdraw may receive a partial refund. The first day of class will be used for the purpose of computation of refunds. The official date of withdrawal will be established by the Provost according to College policy. Refunds will be computed on all fees including room and board, and based on a prorated refund calculation required by federal law. There is no refund applicable after a student has attended 60 percent of the semester (i.e., through the ninth week of the semester). The prorated refund calculation will also apply to all financial aid awards to be refunded to granting agencies. Students who withdraw in the final 40 percent period of the semester will receive no refund and no adjustment to charges will be made. An administrative fee of \$100 (as allowed by law) will be assessed on withdrawals.

Withdrawal from a Course or Courses

Any full-time student who drops below full-time (12 hours) to part-time status after the last day for late registration and change of courses will be charged tuition, fees, room, and board at the full-time rate. Therefore, no refund will be given.

Transcripts

Official transcripts of record are available through the Registrar's Office. All requests for transcripts must be made in writing. Presbyterian College has partnered with the National Student Clearinghouse to offer online request services. Students may request a paper copy (\$2.25 per copy) or a secure PDF copy (\$4.00 per copy) via the Clearinghouse. Any separate requests made directly in the Registrar's Office are \$10.00 per copy. PDF copies are only available via the Clearinghouse website. Students requesting overnight service will be charged an additional \$30.00 UPS fee. No student will receive a transcript of credits until all charges have been paid or satisfactory arrangements have been made with the Office of Student Accounts. Upon notification of any defaulted loan, a hold is placed on the account for release of a transcript.

Diplomas

Diplomas will be held until any outstanding balance is paid. Students who have student loans (Perkins, Stafford, etc.) are required to complete an exit interview prior to graduation. Diplomas will be held until the exit interview has been completed. For convenience, exit interviews will be available online.



Academic Policies and Procedures

The Academic Calendar

The fall term is from mid-August to mid-December, while the spring term is from early January to early May. Each semester is approximately 15 weeks long, including coursework and final examinations.

Maymester, a term following Commencement, offers courses involving off-campus study. Participation is optional.

Summer courses offer two terms of five weeks each, with six credit hours for each term, or 12 credit hours for both terms (up to 14 hours if a laboratory science is included). Summer course applicants must meet regular admission requirements, but registration in this session does not imply admission to the fall term.

Classification

Students are classified according to the number of hours earned:

0-27 hours	Freshman
28-59 hours	Sophomore
60-89 hours	Junior
90 hours and above	Senior

Classification is updated at the end of every academic term.

Academic Course Loads

A regular student must take a minimum of 12 hours each semester to remain enrolled. The normal semester load is 12 to 18 hours.

Additional hours may be taken with the following overload limitations:

19 hours	2.80 GPA previous semester
20 hours	3.00 GPA previous semester
21 hours	3.30 GPA previous semester

No student will be given more than 21 credit hours per semester. This total includes correspondence, extension, and audit courses.

A maximum of six hours (seven hours with a laboratory science course) may be earned in an approved summer term.

To graduate in four years, a student must successfully complete an average of slightly more than fifteen hours per semester.

Academic Advising

The College offers academic advising to all students, placing the experience of its faculty at the service of students for formal and informal counseling.

Each new student is assigned a faculty adviser. The student should arrange a consultation with the adviser

- (1) before registering for courses each semester,
- (2) before dropping courses,
- (3) when planning a program of study and selecting a field of concentration, and
- (4) any time an academic issue arises.

Accommodations for Students with Disabilities

Although Presbyterian College does not have a special program for students with disabilities, the College makes every reasonable effort to accommodate students with disabilities and to assist them in obtaining an education. All students (including those with learning disabilities and/or attention-deficit disorders) must take the required courses for a B.A. or B.S. degree.

If a student has a disability that affects academic performance, he/she should inform the Provost's Office in writing of the disability as well as the nature of its effect on his/her academic performance. Contact the Provost's Office for more information and to apply for accommodations.

Foreign Language Substitution Policy

Presbyterian College regards all admitted students as "otherwise qualified" to participate in any program of academic study with or without reasonable accommodations. Thus, students with disabilities are not excused from degree requirements. In certain limited circumstances, however, substitution of the general education foreign language requirement may be determined to be a reasonable and appropriate accommodation for a student with a properly documented disability. Any accommodation of this nature will be considered only when it has been confirmed that the student's disability makes completion of the requirement impossible with or without any other reasonable accommodations. Consideration of a course substitution for foreign language will be made on a case-by-case basis, taking into account the educational purposes served by the language requirement. Typically, course waivers are not granted and should be considered as a last resort (upon confirmation that no reasonable accommodation with a smaller impact on the College's educational program will allow a student to complete the foreign language requirement).

Documentation and procedures for requesting a foreign language substitution:

A student may petition for substitution of the foreign language requirement based on prior testing for a learning disability or by referral of a Presbyterian College foreign language professor because of unusually severe difficulties in a college level foreign language course. For entering students with prior documentation of a learning disability, the petition may be filed prior to matriculation or at any time thereafter. Gaining approval for a course substitution is often a lengthy process, and students are encouraged to begin the process as early as possible.

In order to be approved to substitute courses to fulfill the College's foreign language requirement, the student must submit diagnostic test scores administered by an appropriate professional external to the Provost's Office. Presbyterian College's Disability Support Services Coordinator will evaluate all test scores and make a recommendation to the Dean of Academic Programs and the student. Information pertaining to the tests necessary to establish a language based disability can be found in the Provost's Office. Testing must have taken place within two years of the date of application for the language substitution and the results must be based on tests using adult norms. Presbyterian College reserves the right to require additional testing if deemed necessary.

In the event that test scores indicate a severe foreign language disability, the student may petition in writing to the Provost requesting a substitution of courses for the foreign language graduation requirement. The student's petition must be accompanied by documentation of the disability, a letter from the student's foreign language professor (if the student is or has been enrolled in a foreign language class at Presbyterian College), and a letter from the Dean of Academic Programs summarizing the findings of Presbyterian College's Disability Support Services Coordinator.

The Provost has ultimate authority to determine whether to grant any foreign language substitution request. If the petition is granted, the Provost will identify a selection of courses appropriate as substitutions. Any such courses used to fulfill the language requirement may not be counted to fulfill any other general education requirement. Depending on the circumstances, the Dean of Academic Programs may also recommend that the student be granted a late withdrawal from a language course.

Registration

Students who are currently on campus at the time of registration are expected to register according to the instructions given. Students generally register in the fall for the upcoming spring and register in the spring for the upcoming summer and fall. Students must meet with their advisers during registration to discuss their academic progress and to establish a plan for the upcoming semesters.

Students may register online from the start of the registration period through the drop/add date. This date, the last day for schedule changes, is the end of the first week of classes for fall and spring terms (the second full day of classes during summer terms). Schedule changes may be made through the drop/add date without penalty. A student may, during the first eleven weeks in the fall and spring terms (in summer school, after three weeks of classes), withdraw from a course with a grade of "W."

Course Audits

Registered students may audit courses, subject to permission and requirements imposed by the instructor. If a record of the audit is to appear on the transcript, the student must fulfill attendance requirements for the course. A course may neither be

converted to audit status nor from audit to graded or pass/fail status after the drop/add date.

Pass/Fail Grading Option

During the junior and senior years, students may elect to take up to a total of nine hours of courses on a pass/fail basis. This excludes courses prescribed for the student's major/minor program and courses in the major/minor field. No more than two courses per semester may be taken on a pass/fail basis. Grades received in courses taken pass/fail do not earn quality points, are not used in the grade point ratio, and are not used in the calculation of honors, etc. General education requirements may not be satisfied on a pass/fail basis.

A course previously taken for a grade may not be repeated as a pass/fail course. A course may neither be converted to pass/fail status nor from pass/fail to graded status after the drop/add date. A grade of "W" will be awarded in the case of withdrawal during the first 11 weeks of a pass/fail course.

Research, Internships, and Other Special Courses

Students may enroll in selected directed studies, independent studies, internships, research, selected readings, and special projects.

A directed study requires a minimum GPA of 2.25 with course approval by the Provost. A maximum of nine credit hours may be counted towards graduation. Each directed study will culminate in a research paper or its equivalent. A department may, at its option, allow the hours earned in a directed study to count toward the major.

An independent study requires a minimum GPA of 2.25 with approval by the Provost. Only courses currently in the College curriculum may be taken as an independent study. As such, course requirements for independent studies are the same as the requirements and learning objectives of the course when taught in a structured class.

Internships require a minimum GPA of 2.00 at the time of application (or higher if specified by the department in which the internship is taken). A maximum of six credit hours may be counted towards graduation. Internships are graded on a pass/fail basis only. A department may, at its option, allow the hours earned in an internship to count toward the major.

Research requires a minimum GPA of 2.50 (or higher if specified). A maximum of nine credit hours may be counted towards graduation. A department may, at its option, allow the hours earned in a research to count toward the major.

Selected readings are open to students with sophomore, junior, or senior standing. Hours earned in these readings cannot be used to meet requirements for the major. A maximum of nine credit hours may count towards graduation.

Seminars are regularly offered by various departments of the College. The requirements for these courses are individually listed.

Special projects are open to sophomore, junior, or senior students who have a GPA of 2.25 with project approval by the Provost. A maximum of nine credit hours may count towards graduation.

Special Topics Courses

Special topics courses are those that cover subject matter that is not part of the regular curriculum. A special topics course must have prior approval from the department and the Provost and may be offered twice. Students may enroll in and receive credit for an unlimited number of special topics courses as long as any prerequisites and other requirements are met.

Class Attendance Policy

Each academic department will set and administer its own absence policy; therefore, students should read carefully the absence policy as described in each professor's course syllabus. Students whose absences exceed the number allowed may be dropped from the class with a grade of "FA."

When an absence is unavoidable, students should notify their professors, in advance when possible, by telephone or email to make them aware of their absence and to coordinate any missed work. Students should be prepared to offer medical or other documentation to substantiate the need for their absence.

Final Examinations

A final exam schedule is published each semester by the Provost's Office, and instructors announce the final examination policy for each course at the beginning of the semester. At the discretion of the instructor, exams may be given at other times that do not conflict with the exam schedule. Instructors may allow individuals to take exams at any time that is mutually agreeable to student and instructor, though no final exam may be taken outside of the period covered by the final exam schedule without permission from the Provost.

At the end of each semester, all instructors must either give a comprehensive written examination lasting up to three hours or require a culminating project. The final examination/culminating project shall count at least 20 percent of the total semester grade. Exceptions may be made with prior approval from the department and the Provost. In addition, an instructor, subject to approval from the department, may exempt or establish other requirements in lieu of a final examination for students with a grade of "A" in a given course.

No required tests shall be given on the last five calendar days preceding final exams. This does not include quizzes, lab tests, or research papers.

Hours, Grades, and Quality Points

A semester hour is the unit of academic credit representing one hour of lecture class or three hours of laboratory work each week for an academic semester. If a class meets three times each week, the credit earned is three semester hours.

Maymester and summer terms are exceptions, as classes meet more often and for longer intervals to cover the material necessary to qualify for the semester hours of credit.

A student earns quality points, along with semester hours, by successfully completing a course with a grade of “D” or better. The number of quality points per semester hour is as follows:

Superior

- A 4 quality points
- A- 3.7 quality points

Good

- B+ 3.3 quality points
- B 3 quality points
- B- 2.7 quality points

Satisfactory

- C+ 2.3 quality points
- C 2 quality points
- C- 1.7 quality points

Poor and Unsatisfactory

- D+ 1.3 quality points
- D 1 quality point
- F 0 quality points

Honors

- H 4 quality points

Other Designations

- FA Failure due to excessive absences (considered same as “F”)
- W Approved Withdrawal
- I Incomplete
(becomes “F” if not removed during first 4 weeks of the following semester)
- S Satisfactory (C– or above)
- U Unsatisfactory (D+ or below, considered same as “F”)
- AU Audit

The cumulative and term grade point average (GPA) is based solely on work attempted at Presbyterian College and is determined by dividing the total quality points earned by the number of semester hours attempted (grades of “W,” “I,” “S,” “U,” and “AU” are not included in this calculation).

Faculty members will report grades to the Registrar's Office at mid-term and at the end of the term for each student and for each course in which the student is enrolled. Grades are available via BannerWeb.

Mid-term grades reported for each course shall be "S" for work equivalent to a grade of "C-" or better, "D" for work below "C-" level, and "F" for failing. For pass/fail courses, grades of "S" (satisfactory) and "U" (unsatisfactory) shall be reported.

Final grades in regular courses shall be "A," "A-," "B+," "B," "B-," "C+," "C-," "D+," or "D" for work rated as passing or better; "W" if the student withdrew during the first 11 weeks of the semester; or "F" or "FA" for a failing grade if the student did not withdraw during the first 11 weeks. For pass/fail courses, grades shall be "S" for work equivalent in quality to a grade of "C-" in regular courses and "U" for work below this level.

With the exception of an incomplete grade, a grade once recorded by the Registrar shall not be changed without approval from the chair of the department and the Provost.

Students granted a withdrawal from school or from courses before the end of the term shall be given grades of "W" as appropriate.

Incomplete Grades

A student who, for reasons beyond his or her control, is unable to complete the requirements for a course before the end of the semester shall, upon recommendation from the professor involved and approval from the Provost, receive a grade of "I" (incomplete). An "I" may be converted no later than the end of the fourth week of the next semester in residence by the completion of all required work. A grade of "I" that has not been converted within this time shall be recorded as "F" unless an extension of time is approved by the Provost. A grade of "I" that has not been satisfactorily converted within one calendar year will automatically become an "F."

Repeated Coursework

A student may improve the cumulative GPA by repeating courses. Courses taken at PC must be repeated at PC in order to improve the GPA. When such action is taken, the original grade will remain on the transcript, but the number of hours passed and the quality points will count only from the last time the course is taken. If a student repeats a course and earns a lower grade than the prior grade, only the grade from the repeated course will be recognized. This may affect the student's GPA and whether graduation requirements are fulfilled. A student who fails a required course three times must successfully complete that course before he/she can take any other courses at Presbyterian College. (The student may repeat the course four, five, etc. times, but no other courses may be taken until he/she passes the repeated course.) Courses that result in a grade of "AU" or "W" will not replace the prior course grade.

Probation and Exclusion

Satisfactory progress toward a degree is encouraged through the academic probation regulations. The minimum required cumulative grade point average increases as more hours are attempted.

Student records are evaluated at the end of each semester (fall and spring). Probation levels are based on total hours attempted at all colleges attended. Hours transferred into PC, however, are not used in computing the cumulative GPA.

Additionally, students who earn a semester GPA below 1.2 and/or earn three or more grades of “D”, “F” or “I” in a semester may, at the discretion of the Admissions Committee, be placed on academic probation or suspension.

Students who fail to meet these standards will be placed on academic probation and required to participate in appropriate academic support activities. Students who remain on academic probation for more than two consecutive terms are eligible to be suspended from the College for one semester. Students suspended at the end of the fall term may not attend the spring term. Students suspended at the end of the spring term may not attend the summer terms or the fall term. Students suspended for a second time are subject to permanent suspension.

Any student suspended under the academic probation regulations may appeal the action to the Provost, who considers each request on individual merit and the student’s probability of ultimate academic success.

The student on probation or suspension will not receive academic credit for courses taken at other institutions.

Students who have been suspended for any of the above reasons may apply for readmission after the period of suspension is over by submitting an application to the Admissions Office. The Dean of Enrollment Management will consult with the Dean of Academic Programs and the Associate Dean of Students to determine if a student is eligible for readmission to Presbyterian College.

Hours Attempted	Academic Probation Level
0-31 hours	Below 1.60 GPA
32-61 hours	Below 1.80 GPA
62 or more hours	Below 2.00 GPA

Withdrawal from an Individual Course

A student may, during the first 11 weeks in the fall and spring terms (in summer school, after three weeks of class), withdraw from a course with a grade of “W.” After the course withdrawal deadline, in order to withdraw from an individual course for any reason other than a documented medical or psychological condition, a student must submit a written request to withdraw to an ad hoc committee comprised of the

Dean of Academic Programs, Associate Dean of Students, and a faculty member of the Admissions Committee. The written request should include evidence of an emergency or other extenuating circumstance (unforeseeable, unavoidable, uncorrectable action, condition, or event) that would prevent the student from completing course requirements. If the request is granted, the Committee informs the Provost's Office of its decision and the course will be immediately and permanently graded with a "W" grade representing the student's choice to withdraw.

If the Committee does not grant the student's request to withdraw after the withdrawal deadline, but the student chooses to stop attending the individual course, it will be permanently graded with a grade of "F" or "FA" at the conclusion of the semester (or whatever grade the student had earned up to the point at which they stopped attending).

Withdrawal from the College

A student who withdraws from Presbyterian College may find that this decision can carry serious consequences. Withdrawal may affect eligibility for continued access to financial aid or student loan deferral, College-based or external scholarship programs, private health insurance, and other insurance coverage. It is imperative that students who wish to withdraw from the College first complete the required paperwork and attend exit counseling where appropriate. The Provost's Office assists students with the process of withdrawal, as outlined in the options below, but it is ultimately the student's responsibility to inform himself or herself about the overall effects of a withdrawal.

Exit Interview

Students who plan to withdraw either temporarily or permanently for reasons of transfer, employment, or personal circumstances must complete a Withdrawal Form and complete an on-line exit interview. The purpose of this exit interview is to explore factors behind the withdrawal decision, to find out how the College can assist the student through his or her transition, and to gain feedback on the student's experiences at Presbyterian College.

Refund

The College must make financial commitments to its faculty, staff, and service contractors on an annual basis and, thus, depends on tuition and other dollars to meet those commitments. If a student withdraws from the College during a semester, the student is responsible for all non-refundable amounts.

Documentation

A student who requests a withdrawal for medical or psychological reasons at any time must present evidence of a documented diagnosis that would prevent the student from completing course requirements. A student may be required by the College to withdraw if his or her medical or psychological condition presents a risk to themselves or others. In either case, Health or Counseling Services advises the student, the Provost's Office, and the Office of Campus Life, in writing, about what the student must do in order to return to the College after treatment of the medical condition. The Provost's Office helps the student contact the Office of Financial Aid, the Business Office, the Office of Campus Life and the Registrar, and completes the Withdrawal Form and informs the faculty that the student has withdrawn.

Voluntary Withdrawal

Before the Withdrawal Deadline: Students may voluntarily withdraw from the College before the course withdrawal deadline (normally the end of the 11th week of the semester) for any reason. A student who wants to withdraw voluntarily from the College before the course withdrawal deadline must complete a Withdrawal Form available in the Provost's Office and obtain the required signatures from representatives of the Office of Financial Aid, the Office of Campus Life, the Business Office, the Provost's Office, and the Registrar before he or she leaves campus. The Provost's Office informs the student's faculty adviser and current instructors that the student has withdrawn. All active courses will be immediately and permanently graded with a "W" grade representing the student's choice to withdraw, unless the Withdrawal Form was submitted prior to the end of that semester's Drop/Add deadline, in which case no grade will appear on the transcript.

A student who wants to withdraw from the College before the course withdrawal deadline but is not on campus at that time must contact the Provost's Office. The Provost's Office helps the student contact the Office of Financial Aid, the Office of Campus Life, the Business Office, and the Registrar and completes the Withdrawal Form and informs the faculty that the student has withdrawn.

After the Withdrawal Deadline: After the course withdrawal deadline (normally the end of the 11th week of the semester), in order to voluntarily withdraw from the College for any reason, a student must submit a written request to withdraw to an ad hoc committee comprised of the Dean of Academic Programs, Associate Dean of Students, and a faculty member of the Admissions Committee. The written request should include evidence of an emergency or other extenuating circumstance (unforeseeable, unavoidable, uncorrectable action, condition, or event) that would prevent the student from completing course requirements. If the request is granted, the Committee informs the Provost's Office of its decision. The Provost's Office helps the

student contact the Office of Financial Aid, the Office of Campus Life, the Business Office and the Registrar, and completes the Withdrawal Form and informs the faculty that the student has withdrawn. All active courses will be immediately and permanently graded with a “W” grade representing the student’s choice to withdraw.

If the Committee does not grant the student’s request to withdraw after the withdrawal deadline, but the student chooses to stop attending classes at the College, all active courses will be permanently graded with a grade of “F” or “FA” at the conclusion of the semester (or whatever grade the student had earned up to the point at which they stopped attending).

After the semester has ended: A student who wishes to voluntarily withdraw from the College at the conclusion of a semester should contact the Provost’s Office prior to the final exam period of that semester. The Provost’s Office helps the student contact the Office of Financial Aid, the Office of Campus Life, the Business Office, and the Registrar and submit the Withdrawal Form before the conclusion of the semester. This form will not be processed until all final grades for the student are received by the Registrar. A student who changes his or her mind prior to this point should contact the Provost’s Office and rescind their Withdrawal request.

A student who decides to voluntarily withdraw from the College in between semesters (after leaving campus) must still complete the above steps, and may ask the Provost’s Office for assistance in completing the form while away from campus.

Students who have registered for future semesters must notify the College of their intent to withdraw from these courses before the end of the drop/add period. Failure to do so will result in a 10 percent tuition refund penalty.

Reinstatement of Enrollment and Readmission

All students who have been absent from the College voluntarily or involuntarily for one or more terms must apply for readmission and shall be in competition with other applicants for admission at that time. If the student has been out of residence for more than one academic year, the graduation requirements in effect at the time of re-enrollment at Presbyterian College will apply.

A student who has been on a medical withdrawal and wishes to return to the College must demonstrate that he or she has complied with the recommendations made by Health Services or Counseling Services when the student withdrew and must have the approval of Health Services or Counseling Services to return. Health Services or Counseling Services advises the Office of Admissions in writing that the student is eligible to return.

Academic Credit Transferred from Other Colleges

If academic work taken at another college while the student is enrolled at PC is to be accepted as credit toward a PC degree, both the choice of the other college and the

course to be taken must be approved in writing by completing a Transient Permission Form and submitting it to the Registrar. This includes summer school work taken at another college.

Courses passed with a grade of “C-” or better will be entered on the student’s permanent record with the hours passed but not the grade earned at the other institution. Hours in these courses are credited toward graduation requirements but are not used in the calculation of the student’s cumulative GPA. Hours and grades from other institutions are used in the calculations of Latin honors at graduation. This policy applies to all courses taken abroad, with the exception of the programs or courses led by Presbyterian College faculty. Students should contact Financial Aid prior to taking courses elsewhere to determine the impact on his or her Financial Aid GPA.

A maximum of six semester hours may be earned in an approved summer term and 12 hours in an approved 10-week session at PC or elsewhere. Laboratory courses may bring these to seven and 14 hours, respectively.

Students on academic probation or suspension will not receive academic credit for courses taken at other institutions during the time of suspension or probation.

Students wishing to receive credit for courses completed at institutions outside of the U.S. (not through study abroad or a PC travel experience) must provide an official academic transcript, an official English translation of the transcript (if applicable), and an evaluation from a NACES approved translation service. In the extremely rare case that students are unable to obtain an official transcript, the College may accept a certified copy. A complete listing of NACES approved translation services can be found at www.NACES.org.

Advanced Placement Credit

Entering students who wish to receive Advanced Placement (AP) credit at Presbyterian College may do so by completing an AP course in high school and earning a minimum score on that examination by the College Board. The minimum score requirements are shown on the chart below. Students seeking AP credit should have transcripts sent to the Admissions Office directly from the College Board.

College Level Examination Program Credit

Entering students who wish to receive credit by examination at Presbyterian College may do so by completing the test through a College Level Examination Program (CLEP) test center. The minimum score requirements are shown on the chart below. Students seeking CLEP credit should have transcripts sent to the Admissions Office.

International Baccalaureate Diploma Programme Credit

Presbyterian College awards academic credit to students who have earned grades of five or better in their higher-level subjects in the International Baccalaureate (IB) Diploma Programme. The minimum score requirements are shown on the chart below. Students seeking IB credit should have transcripts sent to the Admissions Office from the IB.

ACE and AICE (Cambridge International Exam) Credit

Presbyterian College may award academic credit from military service only after an official transcript from ACE (American Council on Education) is sent for evaluation. Credit is awarded on a case by case basis. Students participating in the Cambridge International Exam (AICE) may have their record sent to Presbyterian College for credit consideration. Only Advanced (A) level exams will be considered for credit and a minimum grade of C must be earned.

Advanced Placement (AP) Credit			
Subject	Minimum Score	PC Equivalent	Hours Awarded
Art History	4	ARTH 110	3.0
Art History	5	ARTH 110 and 120	6.0
Biology	4	BIOL 1150-1150L and BIOL 1151-1151L	8.0
Chemistry	4 4*	CHEM 101, 101L CHEM 102, 102L <small>*plus 70 on departmental exam</small>	4.0 8.0
Computer Science	3 5	CSC 1231-1231L CSC 1231-1231L and 1232-1232L	4.0 8.0
Environmental Science	4	BIOL 215	4.0
Economics: Macroeconomics	4	ECON 201	3.0
Economics: Microeconomics	4	ECON 202	3.0
English Language/Composition	4 or 5	ENGL 1001	3.0
English Literature/Composition	4 or 5	ENGL 1001	3.0
Both Exams	4 or 5	ENGL 1001 and 1002	6.0
Geography	3	GEOG 301	3.0
Government & Politics: United States	3	PLSC 202	3.0
History: European	4	HIST 2401	3.0
History: United States	4	HIST 2200 or HIST 2201	3.0
	5	HIST 2200 and HIST 2201	6.0
History: World History	4	HIST 1100 or HIST 1101	3.0
	5	HIST 1100 and HIST 1101	6.0
Foreign Languages:	3	102 (except Latin)	4.0
French, German, Latin,	4	102 and 201	7.0
Portuguese, Spanish	5	102, 201 and 202	10.0
Mathematics: Calculus AB	3	MATH 201	3.0
Mathematics: Calculus BC	3 or 4	MATH 201 and 202	6.0
	5	MATH 201, 202, and 301*	9.0
		<small>*Subject to consultation with Math Department</small>	
Music, Listen: Literature	4	MUSC 1100	3.0
Music: Theory	4	MUSC 1201	2.0
Physics 1	4	PHYS 1500	4.0
Physics 2	4	PHYS 1500	4.0
Physics 1 and 2	4	PHYS 1500 and 1510	8.0
Physics C (Mechanics)	4	PHYS 1510 or 1600	4.0
Physics C (Electricity or Magnetism)	4	PHYS 1510 or 1610	4.0
Psychology	3	PSYC 201	3.0

College Level Examination Program (CLEP) Credit			
Subject	Minimum Score	PC Equivalent	Hours Awarded
Accounting	50	ACCT 203	3
American Government	50	PLSC 202	3
Economics: Macroeconomics	50	ECON 201	3
Economics: Microeconomics	50	ECON 202	3
Mathematics: Calculus	55	MATH 201	3

International Baccalaureate (IB) Diploma Programme Credit			
Subject	Minimum Score	PC Equivalent	Hours Awarded
Biology	5	BIOL 1150-1150L and 1151-1151L	8
Chemistry	5	CHEM 101-101L and 102-102L	8
Computer Science	5	CSC 1231-1231L and 1232-1232L	8
English, A	5	ENGL Elective	3
French, A1 (HL)	5	FREN 101 and 102	8
History: European	5	HIST 1100	3
History: World	5	HIST 1101	3
Physics	5 6	PHYS 1500 and 1510 PHYS 1600 and 1610	8 8
Psychology	5	PSYC 201	3
Spanish, A1 (HL)	5	SPAN 101 and 102	8

Residence Requirements

Candidates for a Presbyterian College degree must earn a minimum of 48 semester hours while regularly enrolled at the College and must include the last 24 semester hours earned. In addition, students are required to complete at least half of their major and minor work in residence at PC. Students who lack no more than two courses to complete the requirements may, however, upon approval from the Provost and the major adviser (where courses are in the major field), complete such requirements at another regionally accredited four-year institution. An exception to this rule also may be allowed by the Provost when courses necessary for graduation are not currently offered at Presbyterian College.

Application for Graduation

Students nearing completion of their degree must complete an Application for Undergraduate Graduation. Deadlines are set and distributed by the Registrar. Failure to meet the stated deadline may result in a delay in time of graduation. Applications, and supporting documentation, must be approved by the student's adviser prior to submission. Degrees are conferred three times a year - May, August, and December. Students are solely responsible for monitoring the accuracy of their DegreeWorks record.

Graduation Requirements

It is the student's responsibility to ensure that all requirements for graduation have been completed. This includes, but is not limited to, completion of required courses, attaining a minimum cumulative GPA of 2.0, attaining a minimum cumulative GPA of 2.0 in all courses used to complete the general education requirements, and attaining a minimum GPA of 2.0 in major coursework. Students completing degree requirements during the spring term are required to participate in Commencement events.

Requirements for Delayed Graduation

Students who maintain continuous enrollment but fail to graduate with their entering class will remain subject to the general education graduation requirements of that class and must fulfill the major requirements applicable at the time the major is declared.

If a student has not maintained continuous enrollment and has been out of residence for more than one academic year, the graduation requirements in effect at the time of re-enrollment at Presbyterian College will apply.

Academic Honors

Latin Honors: Students who earn a minimum of 60 semester hours of credit here and have a cumulative GPA of at least 3.75 on all courses taken at PC and elsewhere are graduated summa cum laude; those with 3.60 but less than 3.75, magna cum laude; and those who average 3.30 but less than 3.60, cum laude. Grades earned at other institutions are used in this calculation.

Dean's and President's Lists: Students enrolled in 12 or more hours for graded credit with no grades of "I" or "U" for the fall or spring term are included on the Dean's List with a GPA of 3.30 or better. Students with a 4.00 GPA are included on the President's List.

Departmental Honors: Students with a 3.20 GPA in all courses and a 3.40 GPA in all courses in the major field may, with approval from departmental faculty, undertake an honors research program during the junior and/or senior years. This program must include a senior thesis or project of exceptional quality and an oral defense of the paper or project before department members. This defense is to be open to the College community, and honors students will participate in all other defenses within their discipline. Students who successfully complete the departmental honors research program will graduate "with honors" in the major field.

Anticipated Graduates

Students will be allowed to "march" at commencement if they are two courses (maximum of eight hours) short of the graduation requirements, provided that they have met all other requirements for graduation. Degrees will not be conveyed and diplomas will not be awarded until the end of the academic term (August, December, or May) in which the student completes all requirements for graduation.

Academic Support Services

Communication

The student email system provided by Presbyterian College is the primary tool for official communication from the College to students. The College retains the right to send official messages to students at electronic mail addresses provided by the College, and the College expects students to both receive regularly and review and respond as appropriate to those messages.

Library

The library program is conceived as an integral part of the educational process. It operates on the assumption that the ability to locate and evaluate needed information

with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods and bibliography, the student is encouraged to progress from heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar who has learned how to discover and gain maximum benefit from modern information resources.

Library policies are established to ensure all borrowers have an equal opportunity to use and enjoy the library's resources and facilities; they do so by indicating appropriate use of the library's resources and facilities and specifying the consequences of inappropriate use. The right of each individual to good library service depends in large measure upon a willingness to respect the rights of others.

Media Center

The staff of the Media Center is available to assist students in the areas of audio and video production from pre-production to post production of final programs, graphic design, and output as simple as printing, copying, and binding of reports to large format design and color output of research posters. Presentation design and presentation equipment is available through mobile equipment checkout services.

Office of Career Programs

The Office of Career Programs is a resource for students as they explore how their academic and vocational interests intersect. The philosophy of the staff is to help the students help themselves. Career exploration is a developmental process that begins during the first semester on campus. The office and staff provide opportunities for students to learn more about themselves through self-assessment, participation in an internship, and comparison of various educational and career paths. Students can then use this information to make thoughtful and appropriate decisions for their future.

Office of International Programs

Students are encouraged to learn the languages, cultures, and customs of other nations and to deepen their understanding of world affairs. To introduce students to diverse cultures and a wider world, the College encourages its students to study abroad. The Office of International Programs maintains a list of more than 30 approved semester and year-long programs of academic study in over 20 countries. The programs are regularly evaluated and monitored by faculty in order to ensure high academic quality and immersion in host cultures. Students attending these programs receive PC credits.

The Office of International Programs conducts extensive advising activities, guiding students through the process of identifying programs that fit personal and academic goals, consulting with PC faculty to obtain course approval, applying, and other aspects of off-campus study. Group and individual advising sessions take place every week. The Office provides mandatory pre-departure orientation meetings for all students going off campus, and continuous registration at PC.

PC maintains formal exchange agreements with universities in countries such as Australia, China, France, Germany, Ireland, Japan, Mexico, and the United Kingdom.

Requirements: Good standing, and a minimum GPA of at least 2.5. Any student with less than this and who believes, for good reason, that extenuating circumstances exist may appeal to the committee on the standing of students for an exception to this rule before leaving to study abroad.

Applications: Students who receive PC academic credit for an off-campus program must submit an application through the Office of International Programs. Applicants are required to consult with academic advisers, have courses approved by departments, and have recommendations by faculty.

Fees & Financial Aid: PC endeavors to make off-campus study available to all students. Financial aid, as determined by the Financial Aid Office, continues when the students study abroad. PC requires the payment of PC's tuition, room, and in some cases board. PC charges a nominal administrative fee of \$300 for participation in an off-campus program. Students are responsible for airfare and any personal expenses.

Foreign Language: Students are encouraged to study in the language of their program country, which typically requires four semesters of college-level language study. PC also has approved programs where students may learn the host language while taking other courses in English.

Academic Credit: Academic credit is given for programs approved by PC faculty only. Students must receive a "C-" or better for credit to transfer. Grades earned on semester and year programs do not count toward the student's cumulative GPA.

Academic Success

Presbyterian College provides individualized academic support for all students, and especially to students who struggle academically in one or more classes. The Coordinator for Academic Success offers specific services to help students succeed in their classes at PC. Services include individualized advising and learning assessments, as well as time management and study skills development. Tutoring services and referrals to other collaborative resources such as faculty/department chairs, counseling services, residence life, student life, or the Provost's Office are also available.

The student-centered approach identifies and provides what each student needs to succeed academically at PC. Through one-on-one contact, the Coordinator for Academic Success helps the student navigate the complexities of the college experience and encourages the development of skills that will serve students well in the future.

Writing Center

In the Presbyterian College Writing Center, tutors consult one-on-one with students on writing assignments for any class. Students make appointments at any point in the process of writing papers, from brainstorming ideas to editing a final draft. A tutor's approach includes asking questions as readers, suggesting strategies for

organization or developing ideas, using resources to work on integrating and citing sources, and explaining grammar and punctuation so that students learn to recognize and correct errors. Writers are actively involved in the conference. The Writing Center works closely with freshmen as they adjust to the demands of college writing, and students at all levels and in all disciplines continue to use the Writing Center to improve their writing. Students may reserve a conference time on the online scheduler at www.presby.edu/writingcenter.

The Family Educational Rights and Privacy Act (FERPA) of 1974

Directory Information

The College has designated certain information contained in a student's educational record as directory information pursuant to the Family Educational Rights and Privacy Act (FERPA). Directory information at Presbyterian College consists of:

- Student's full name
- Addresses (campus, permanent, email)
- Telephone numbers
- Major field of study
- Photograph
- Participation in officially recognized activities/sports
- Weight and height (for members of athletic teams)
- Dates of attendance
- Classification
- Degree(s) and awards/honors received

This information may be disclosed by the College for any purpose deemed as legitimate without the consent of a student. However, a student has the right to refuse the disclosure of this information. For more information or to request that information not be disclosed, a student must complete the required form in the Registrar's Office.

Student Records

Presbyterian College maintains different types of records: admissions, academic, financial, disciplinary, health, etc. The College adheres to records maintenance guidelines as set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The following records that are maintained in the Provost's Office and the Registrar's Office are considered confidential student records:

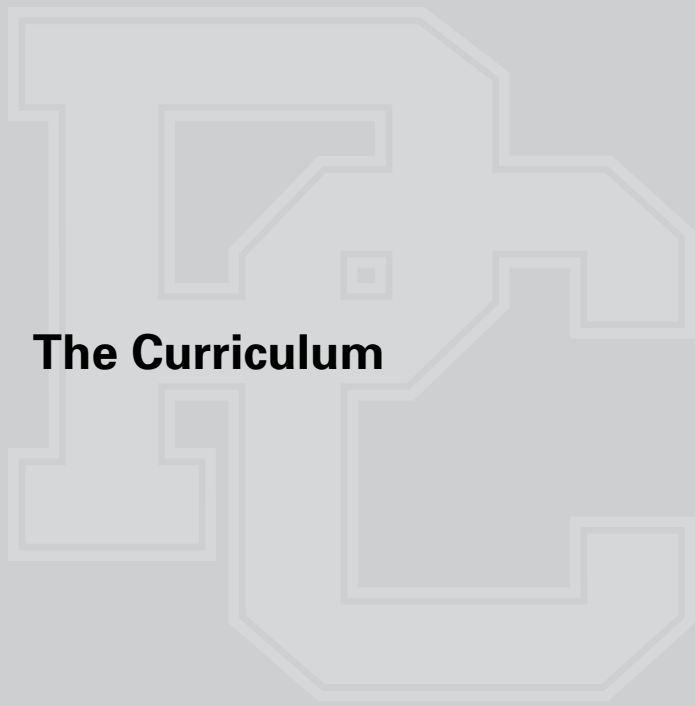
- **Active Academic Records:** Those academic records retained by the Registrar's Office and required by the Provost's Office to account for the enrolled student's academic performance and status, including records maintained by instructors.

- **Inactive Academic Records:** Those records retained by the Registrar's Office that pertain to the academic performance of persons no longer enrolled at Presbyterian College.
- **Records Pertaining to Academic Accommodations:** Those records retained by the Provost's Office that pertain to students' requests for and award of academic accommodations.
- **Records Related to Violations or Potential Violations of the Honor Code:** Those records retained by the Provost's Office that pertain to violations or potential violations of the Honor Code as it relates to academics.

Access to Confidential Information

It is the policy of the College that information contained in official student records will not be released to the parent(s) or guardian(s) without the consent of the student unless the student is a valid dependent of the parent(s) or guardian(s).

Students are allowed access to their official records to ensure that information contained therein is not inaccurate, misleading, or otherwise in violation of their rights or privacy. A student who wishes to review his/ her record will make a request directly to the Registrar for academic records or to the Provost for records pertaining to academic accommodations or Honor Code violations. Such requests should be made 24 hours in advance to the respective official.



The Curriculum

Through its liberal arts curriculum, the academic program of Presbyterian College seeks to develop in students the capacity of understanding, the intellectual curiosity, and the strength of character necessary for leadership and service in today's world.

Effort is first directed toward giving a general comprehension of our intellectual, scientific, and religious heritage—and the modern relationships among these forces—after which students intensify their study in specialized fields. The curriculum combines traditional work with innovative educational programs that occur both on campus and off campus.

Small classes give increased personal attention and greater opportunity for self-expression on the part of all students. Presbyterian College is small enough to make the leading professors of the various departments available to all students; thus, the benefit of their wide knowledge and experience can be shared, in close association, by each individual in laboratory, classroom, and library work.

Presbyterian College offers programs of study that lead to the Bachelor of Arts and Bachelor of Science degrees in the College of Arts and Sciences.

The curriculum is designed to bring to the student a broad awareness and understanding of the worlds of nature, of society, and of self and to prepare the student for a productive life. Toward this end, the College divides its courses of study into three parts: general education, study in specialized fields, and electives.

Students normally complete the general education requirements during the freshman and sophomore years. These requirements offer a broad understanding of our intellectual and religious heritage—the ideas and ideals that have made our civilization distinctive, the methods of study and analysis of the natural sciences and mathematics, and the eternal principles of the Christian religion. Transfer students should complete general education requirements as soon as possible.

The academic major gives the student intensive work in the chosen field of specialization, usually during the junior and senior years.

The program of electives allows the student to pursue a second field of specialization or to broaden the academic background by choosing a variety of courses from a number of fields.

Requirements for the Degree

The basic requirements for a bachelor's degree from Presbyterian College are:

- **Successful completion of the required general education courses**
- **Completion of the requirements for an academic major**
- **Successful completion of 122 semester hours** of college-level work with a minimum of 48 hours successfully completed at Presbyterian College (NOTE: credit-hour requirements in some majors may increase required hours to more than 122 for these areas of study)
- **Completion of all academic work with 2.00 cumulative grade point average (GPA)**
- **Completion of all courses used to complete the general education requirements with a 2.00 cumulative GPA**
- **Completion of all major requirements with a 2.00 cumulative GPA**

General Education

The curriculum includes a group of courses that are required of all students as prerequisite to the degrees conferred by Presbyterian College. It includes courses designed specifically for freshmen or new students and courses to broaden students' intercultural education as well as work in English composition and literature, fine arts, history, mathematics, natural sciences, religion, foreign languages, and social sciences. The goals of the general education program are as follows:

- 1. Students will demonstrate the ability to think critically and creatively.**
 - a. Identify an issue or problem and a plausible research question it may raise.
 - b. Locate, retrieve, recognize and summarize relevant evidence and data.
 - c. Analyze and evaluate the facts, presumptions, viewpoints, values, and arguments, including biases and limits, as well as problems and inconsistencies in proposed solutions.
 - d. Create well-reasoned solutions or conclusions including their ethical implications.

- 2. Students will demonstrate knowledge of human culture and the natural world through study in the natural sciences and mathematics, social and behavioral sciences, humanities, and fine arts.**
 - a. Natural Sciences and Mathematics
 - i. Natural Sciences
 1. Demonstrate knowledge of a range of core concepts, theoretical underpinning and empirical findings of the natural world.
 2. Conduct experimental investigations using quantitative measurement and analysis techniques to interpret the natural world according to the scientific method.
 - ii. Mathematics
 1. Model problems by using the precise language of mathematics and by applying problem-solving skills and multiple strategies for obtaining specific and theoretical solutions.
 - b. Social and Behavioral Sciences
 - i. Demonstrate knowledge of the core concepts, theoretical underpinning, historical trends within the field, and empirical findings of a social science.
 - ii. Use empirical data and scientific methodologies to understand the human world.

- c. Humanities and Fine Arts
 - i. History
 - 1. Understand, within their historical, global, and interdisciplinary contexts, the origins and progress of cultures and civilizations from the ancient to the modern eras.
 - 2. Interpret, within their historical, global, and interdisciplinary contexts, the origins and progress of cultures and civilizations from the ancient to the modern eras.
 - ii. Modern Languages
 - 1. Demonstrate foreign language literacy (including writing, reading, speaking, and cultural competency).
 - iii. Literature
 - 1. Analyze themes and genres across a variety of literary texts.
 - iv. Religion and Philosophy
 - 1. Understand the basic elements of the content, history, literature, and theology of the foundational Judeo-Christian scriptural texts and their relation with other religious and philosophical traditions.
 - v. Fine Arts
 - 1. Evaluate artistic experiences.
 - 2. Understand the contribution of the arts to the human experience.

3. Students will be able to communicate effectively.

- a. Convey complex ideas and information in written form.
- b. Convey complex ideas and information in oral form.
- c. Convey complex ideas and information in an artistic form.

4. Students will examine and appreciate the impact of the teachings and values of the Christian faith within a religiously plural society and world.

- a. Appreciate religion's presence, diversity, and influence in human experience.
- b. Examine the meaning of human existence from the perspective of the Christian tradition and other religious and philosophical traditions.

5. Students will understand the complex nature of the global community.

- a. Understand intercultural relationships within a global context.
- b. Understand influences on the development of world cultures.
- c. Recognize intercultural differences in artistic expression.
- d. Appreciate the importance of responsible democratic citizenship.

6. Students will value the role of physical fitness and wellness as these contribute to lifelong health.

- a. Understand the benefits of physical activity and its effect on intellectual, emotional, and physical well-being.
- b. Engage in a physically active lifestyle.

The general education requirements are the same for both the Bachelor of Arts and the Bachelor of Science degrees. A normal range of credit hours for general education requirements is 43-52 hours, with credit hours in the major field ranging from 30-65 hours. No course may fulfill more than one general education requirement. The minimum requirements in general education are as follows:

First-Year Experience (1 hour)

COLS 1000 (1 hour)

All first-year students must complete a one-hour First-Year Experience course in their first semester. Topics vary, but all emphasize critical thinking, communication, and small group experiences.

The goals for the first-year program are:

- Introduce students to the mission of the College.
- Introduce students to critical thinking and liberal learning.
- Assist students in their overall social transition to college.
- Introduce students to academic resources, strategies, and skills needed to produce college-level work successfully.
- Engage students in an exploration of vocation and calling.

Intercultural/Internship Experience (4-6 hours): All students must fulfill an intercultural or internship requirement by studying abroad, completing coursework that provides an intercultural perspective, and/or completing a practicum experience that focuses on enhancing learning through internship opportunities. This experience will enable students to become more appreciative of the interconnectedness of the global community and the important issues that confront the human condition. By completing a four- to six-credit hour program, a student will:

- Incorporate his or her academic learning with a supervised experience outside the traditional classroom (internship, study abroad, or research).
- Demonstrate transferable skills such as communication, critical thinking, adaptability, organization, and the ability to relate to others.
- Develop an appreciation for learning and prepare for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.
- Gain self-awareness and respect for perspectives, communities, and value systems other than his or her own.

To satisfy this requirement, a student will earn four to six credit hours through intercultural or internship courses. These hours may be met within the major requirements. A student may choose from (1) a combination of classroom and experiential courses or (2) a study abroad or an extensive internship experience.

A student may select one option from 1A and one from 1B for a total of four to six hours:

1A: Coursework (3 hours)

- A global studies or intercultural course, not otherwise part of the general education requirements. Options include: AFST 201; ARTH 320; BADM 308, 347; ECON 318, 320, 326, 341; ENGL 2206, 2207, 2208, 3371, 3380, 3520; HIST 3245, 3610, 3611, 3612, 3613, 3615, 3616, 3617, 3618, 3640, 3641, 3642; LAST 335; PHIL 361; PLSC 301, 331, 332, 341, 342, 352, 361, 362, 370, 380, 387; RELG 220, 280, 310, 356; SOC 310, 360, 362, 364, 370; SOST 205; THEA 1401, 2103, or 2104; or WGST 225
- Any modern foreign language course of three or more credit hours beyond the first semester of the intermediate level
- Another course suggested by an academic department and approved by the Curriculum Committee and the Provost

1B: Experiential (1-3 hours)

- An approved off-campus travel experience of less than one semester's duration
- One approved internship or practicum earning between one and three credit hours
- One approved research internship earning between one and three credit hours
- Another experiential course suggested by an academic department and approved by the Curriculum Committee and the Provost

Or, a student may select from one of the following:

2: Study Abroad or Internship Experience (4-6 hours)

- An approved study abroad experience of at least one semester's duration
- One approved internship earning between four and six credit hours
- An approved off-campus travel course or program earning at least four credit hours that specifically addresses intercultural or global issues
- Significant field experience earning between four and six credit hours (e.g., substantial service learning project) certified by a faculty supervisor, the Dean of Career Programs and Student Development, and the Director of International Programs, and approved by the Provost.

Humanities (24-28 hours):

English (6 hours):	ENGL 1001 ENGL 1002
Fine Arts (3 hours):	ART 101, 110, 120, 274; ARTH 110, 120; MUSC 1100, 1101, 1151; or THEA 1000, 1200, 2100, or 2101.
Foreign Language (3-7 hours):	CHIN 101, 102, 201 FREN 101, 102, 201 or 151, 201 SPAN 101, 102, 201 or 151, 201

Foreign Language may also be completed through PC's Greek sequence through 401 for a total of nine hours or by transfer of coursework through the first semester of the intermediate level from a regionally accredited institution in any other language approved by the department.

History (6 hours):	HIST 1100 HIST 1101
Religion (6 hours):	RELG 101 RELG 110

Social Sciences (6 hours):

ECON 201 or 202
EDUC 201 or 202
GEOG 301 or 302
PLSC 201 or 202
PSYC 201
SOC 201 or 207

All students must satisfactorily complete a minimum of six semester hours chosen from **two departments**. Students electing to major in a social sciences discipline may count a general education course toward the major if a department lists the course as a major course.

Natural Sciences and Mathematics (11 hours):

Science (8 hours):	BIOL 1000, 1150-1150L, or 1151-1151L CHEM 100, 101-101L, 102-102L PHYS 1000, 1100, 1500, 1510, 1600 or 1610
Mathematics (3 hours):	MATH 110, 199, 201, 202, 210, or 221

Requirements for a Major

A candidate for the Bachelor of Arts (B.A.) degree will satisfactorily complete a program of study approved by a department in one of the following:

Bachelor of Arts	
Art	Religion and Philosophy
Art - Art History Concentration	Religion and Philosophy-Religious
English	Studies Concentration
English - Creative Writing Concentration	Religion and Philosophy-Christian
French	Studies Concentration
History	Religion and Philosophy-
International Studies	Philosophy Concentration
Modern Foreign Languages	Religion - Christian Education
Music	Spanish
Political Science	Theatre Studies

To qualify for the Bachelor of Science (B.S.) degree, a student must complete a program of study approved by a department in one of these:

Bachelor of Science	
Biochemistry	Education – Language Arts
Biology	Education – Mathematics
Biology – Forestry/Environmental Mgt.	Education – Science
Biology – Pharmacy Concentration	Education – Social Studies
Business Administration – Accounting	Mathematics
Business Administration – Management	Mathematics – Applied
Chemistry	Medical Physics
Chemistry – Pharmacy Concentration	Physics
Economics	Physics – Dual Degree Engineering
Education – Early Childhood	Psychology
Education – Elementary	Sociology
Education – Middle School	

During the junior and senior years, each student is expected to pursue a program of intensive study in an area of concentration. The field of principal interest should be selected before the junior year. Students are responsible for developing the remainder of their academic programs with the counsel of an adviser in their major department.

All students are required to declare their major with the Registrar no later than the end of the first semester of the junior year. Any substitutions to the requirements of a student's major program of study must be approved by the Provost prior to completion of the amended requirement.

All students must complete a one-to-three semester hour capstone for each major program of study. Each major will identify a capstone course. Capstone courses may be taught in a single discipline or as an interdisciplinary experience.

A minimum of one-half of the hours required for a major must be taken at Presbyterian College.

Courses in the student's major field must be passed with a minimum grade of "C-." One grade of "D" or "D+" in major work may be allowed but no "F" will be allowed in required work in the major department. However, each department may designate up to two courses in which students must attain a grade of "C." Students must attain an overall GPA of 2.00 or better on all work presented for the major.

A second major or a minor in another field of study may be obtained by successfully completing the courses prescribed by the department of the second major or minor. However, a student may not add an additional program of study to his/ her degree after the first degree has been awarded.

A student selecting two majors with the completion of 122 hours is awarded only one degree and must select either the B.A. or the B.S. For example, a student who wishes to major in English (normally a B.A. degree) and in biology (a B.S. degree) will receive one degree with the two majors.

A candidate who already holds a Presbyterian College degree or who is working simultaneously for two bachelor's degrees shall earn a minimum of 152 semester hours with a 2.00 GPA.

A candidate who holds a bachelor's degree from another institution must satisfy the residence requirements for the PC degree as well as the academic requirements that include general education and those for the major.

Requirements for a Minor

A minor in a field of study may be obtained by successfully completing at least 15 hours of work to be selected at the discretion of the adviser and the student after consultation with the chair of the department in which the minor is selected. The department may specify additional requirements for a minor.

Courses in the student's minor field normally must be passed with a minimum grade of "C." One grade of "D" on minor department work may be allowed. However, each department may specify certain courses for a minimum performance of "C" and students must attain an overall average of "C" or better on all work presented for the minor. A minimum of one half of the hours required for a minor must be taken at Presbyterian College.

Any substitutions to the requirements of a student's minor program of study must be approved by the Provost prior to completion of the amended requirement.

Minors

Accounting	Marine Studies
Africana Studies	Mathematics
Art Media Studies	Media Studies - Business Concentration
Art History	Media Studies - Journalism and Communication
Athletic Coaching	Military Science
Biology	Music
Business Administration	Philosophy
Chemistry	Physics
Chinese Studies	Political Science
Computer Science	Pre-Law Studies
Creative Writing	Psychology
Economics	Religion
Education - Secondary	Religion: Christian Education
English	Sociology
Environmental Studies	Southern Studies
French	Spanish
History	Theatre Studies
International Studies	Women's and Gender Studies
Latin American Studies	



Majors and Minors

Accounting

Associate Professor: Cynthia B. Lucking (Director)

Assistant Professor: Karen B. Mattison

Requirements for the Minor in Accounting

Students who minor in accounting must complete 18 hours, including ACCT 203, 311, 312, 328, and six hours chosen from ACCT 313, 335, 336, 338, 340, or 342.

Note: See also major in Business Administration: Accounting Concentration.

Africana Studies

Professor: Booker T. Ingram (Director)

Requirements for the Minor in Africana Studies

Students who minor in Africana studies must select 18 hours from AFST 201, 458; ENGL 2205; HIST 3245/RELG 356; PLSC 301, 361; PLSC/SOC 370; PSYC/SOC 312; SOC 362, 364, 366; THEA 2103.

Art

Professors: Mark R. Anderson, Laura J. Crary (Chair), and Ralph H. Paquin

Requirements for the Major in Art

Students majoring in art must complete 45 hours, including ART 110, 120, 122, 391, 392, 491, and 492; ARTH 110 and 120; 18 hours chosen from ART 230, 240, 260, 262, 280, 310, or 336; and six hours chosen from ARTH 210, 220, 221, 230, 240, 245, 310, 320, or 410.

Note: The department reserves the right to retain at least one example of a student's work for its permanent exhibitions, with student's approval.

Requirements for the Major in Art with Art History Concentration

The major in art with an art history concentration requires a total of 42 hours, including ART 110, 120, 122; ARTH 110, 120, and 450; 18 hours chosen from ARTH 210, 220, 221, 230, 240, 245, 258, 310, 320, 410, or 458; three hours selected from ART 230, 240, 260, 262, 310, or 336; and three hours in PHIL 322 or another cognate course approved by the major adviser.

Note: The department reserves the right to retain at least one example of a student's work for its permanent exhibitions, with student's approval.

Requirements for the Minor in Art

The minor in art requires 18 hours, including ART 110, 120, 122, and nine additional hours of studio art elective credit chosen from ART 230, 240, 260, 310, or 336.

Note: The department reserves the right to retain at least one example of a student's work for its permanent exhibitions, with student's approval.

Art History

Professor: Laura J. Crary (Director)

Requirements for the Minor in Art History

Students who minor in art history must complete 18 hours, including ARTH 110, 120, and 12 additional hours chosen from ARTH 210, 220, 221, 230, 240, 245, 258, 310, 320, 410, or 458.

Athletic Coaching

Requirements for the Minor in Coaching

This program is designed for students who seek to coach in youth, recreational, interscholastic, or intercollegiate settings. The minor requires a total of 18 hours, including PHED 305, 306, 316, 385, and six additional hours in PHED electives taught at or above the 200-level.

Biochemistry

Professors: Latha A. Gearheart and Ronald J.C. Zimmerman

Associate Professor: Stuart G. Gordon

Assistant Professor: Evelyn J. Swain (Director)

Requirements for the Major in Biochemistry

Students who major in biochemistry must complete 66 to 70 hours, including BIOL 1150-1150L, 1151-1151L, and 234; BCHE 307-307L and 308; CHEM 101-101L, 102-102L, 221-221L, 222-222L, 311, 380, 401-401L, and 450; zero to two hours of BIOL or CHEM 398, 440, 444*, or 448; MATH 201 and 202; PHYS 1500 and 1510; and six to eight hours (two courses, with at least one from BIOL) chosen from BIOL 209, 304, 306, 311-311L, 312, 318, 458; CHEM 312, 332, 342, 345, 352, 402-402L**, or 458.

Notes: All students should take BIOL 1151-1151L. A grade of "C" or higher in BIOL 1150-1150L, or its approved equivalent course is required to enroll in BIOL 1151-1151L. A grade of "C" or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper division biology course.

All students must complete the American Chemical Society General Chemistry Exam with a grade of 60 percent or higher to receive credit for Chemistry 102.

** Internship requires unanimous departmental approval.*

*** Students planning to attend graduate school in biochemistry or chemistry should take CHEM 402-402L.*

Biology

Professors: Troy R. Nash, Michael O. Rischbieter, James T. Wetzel,
and Ronald J.C. Zimmerman (Chair)

Associate Professor: Stuart G. Gordon

Assistant Professors: Rachel M. Pigg, Austin Y. Shull

Visiting Assistant Professor: Payal Ray

Requirements for the Major in Biology

Students who major in biology must complete 63 to 65 hours, including BIOL 1150-1150L, 1151-1151L, 198, 199, 234, 399, 401, and 23 to 24 additional hours of BIOL coursework. This 23 to 24 hours must include at least one course each from BIOL 201, 208, or 306; BIOL 203, 206, or 312; BCHE 307/307L, BCHE 308, BIOL 209, or BIOL 318; BIOL 302, 303-303L, 304, or 311-311L; BIOL 207, 212, 314, or 320; and a three- to four-hour elective chosen from any courses offered by the department (excluding internships). Students must complete the following related courses: CHEM 101-101L, 102-102L, and 221-221L; PHYS 1500 and 1510; and MATH 199, MATH 201, MATH 210, or STAT 319, 320. Pre-professional and pre-graduate school students are strongly advised to take CHEM 222-222L.

Notes: All students should take BIOL 1151-1151L. A grade of "C" or higher in BIOL 1150-1150L or its approved equivalent course is required to enroll in BIOL 1151-1151L. A grade of "C" or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper division biology course.

Requirements for the Major in Biology with Minor in Secondary Education Certification to Teach High School Biology/Science

Students who wish to be certified to teach biology/science in the high school setting must meet the requirements for the major in biology, including BIOL 1150-1150L, 1151-1151L, 198, 199, 234, 399, and 401; four hours selected from BIOL 201, 203, 209, or 215; 17 hours chosen from BCHE 307/307L, 308, BIOL 302, 303/303L, 304, 306, 311/311L, 312, 314, 318, 320, 335, 336, 398, 442, 444, 446, 448, 450, 452, or 458; CHEM 101-101L, 102-102L, and 221-221L; and PHYS 1500. Additionally, students must complete the minor in secondary education and all other requirements for teacher certification and acceptance into the Teacher Education Program for a total of 94 hours.

Notes: All students should take BIOL 1151-1151L. A grade of "C" or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper division biology course.

Requirements for the Major in Biology: Forestry/Environmental Management Concentration (Dual Degree with Duke University)

Students participating in this program will be expected to complete all Presbyterian College general education requirements while in residence. In addition, students must complete 56-57 hours including BIOL 1150/1150L, 1151/1151L, 198, 199, 234, 399, 3-4 hours BIOL elective (excluding 444); one course (12 hours total) from three of

the following areas: Organismal (BIOL 201, 208, or 306), Cell/Molecular (BCHE 307/307L, 308, BIOL 209, 318), Evolution/Ecology (BIOL 207, 212, 314, 320), Plant Biology (BIOL 203, 206, 312), Function/Structure (BIOL 302, 303/303L, 304, 311/311L). Students must complete the following related courses: CHEM 101/101L, 102/102L, 221/221L, PHYS 1500, PHYS 1510; and MATH 199 or 201, and MATH 210.

Notes: All students should take BIOL 1151-1151L. A grade of 'C- or higher in BIOL 1150-1150L or its approved equivalent course is required to enroll in BIOL 1151-1151L. A grade of 'C- or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper division biology course.

Students pursuing the 3+2 degree must declare this interest to the PC coordinator early in the freshman year in order to arrange the classes needed to qualify for the program. Student will complete 98 hours of credit at Presbyterian and, following successful completion of the first year of the Master of Forestry (MF) or Master of Environmental Management (MEM) at Duke University, will be awarded a BS degree from Presbyterian College. Student must apply and be accepted to Duke University.

Requirements for the Major in Biology: Pharmacy Concentration (Dual Degree)

Students participating in this program will be expected to complete all Presbyterian College general education requirements. Students who major in biology with pre-pharmacy concentration must complete 64-65 hours, including BIOL 1150-1150L, 1151-1151L, 198, 199 either BIOL 302 or 303-303L, BIOL 306, 311-311L; four hours chosen from BIOL 203, 206, 207, 212, 215, 312, 314, or 320; CHEM 101-101L, 102-102L, 221-221L, and 222-222L; ECON 201 or 202; MATH 199 or 201; three or four hours chosen from MATH 210 or STAT 319, 320; PHYS 1500 and 1510; three hours chosen from PSYC 201 or SOC 201; and SPCH 201. (For all four-hour BIOL courses, students would need to complete the course with the corresponding lab.). Students must also complete a capstone experience at the Presbyterian College School of Pharmacy to be approved by the Department of Biology. Students entering the dual-degree program should be aware of stipulations from Presbyterian College School of Pharmacy regarding admission to its program and completion of all prerequisites before admission to that program, i.e., pre-pharmacy course requirements must be completed with a grade of "C" or better, and a minimum cumulative GPA of 2.5 is required for admission to the program. After earning a minimum of 106 semester hours at PC, students enter the pharmacy program at Presbyterian College School of Pharmacy and in four years earn both a B.S. in Biology with Pre-Pharmacy Concentration and a Pharm.D. from Presbyterian College School of Pharmacy.

Requirements for the Minor in Biology

The minor in biology consists of 19 hours, including BIOL 1150-1150L, 1151-1151L, and 11 elective hours chosen from BIOL electives taught at or above the 200-level (excluding BIOL 399).

Notes: All students should take BIOL 1151-1151L. A grade of "C" or higher in BIOL 1150-1150L or its approved equivalent course is required to enroll in BIOL 1151-1151L. A grade of "C" or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper division biology course.

Business Administration

Professors: Jody W. Lipford, Jerry K. Slice, and Suzanne J. Smith (Chair)

Associate Professors: Cynthia B. Lucking, J. Tobin Turner,

and Norman M. Scarborough

Assistant Professors: Rachel G. Childers and Karen B. Mattison

Requirements for the Major in Business Administration with Accounting Concentration

Students who major in business administration with accounting concentration must complete a total of 54 hours, including ACCT 203, 311, 312, 313, and 328; BADM 299, 301, 307, 315, 332, 351, and 352; ECON 201 and 202; STAT 319; three hours of international business electives chosen from BADM 308, ECON 318, ECON 320, ECON 326, ECON/PLSC 341, or other international business elective approved by the department chair; and six hours of ACCT electives chosen from 335, 336, 338, 340, or 342.

Note: See also minor in Accounting.

Requirements for the Major in Business Administration with Management Concentration

Students who major in business administration with management concentration must complete a total of 51 hours, including ACCT 203, 328; BADM 299, 301, 307, 315, 332, 351, and 352; ECON 201 and 202; STAT 319; three hours of international business electives chosen from BADM 308, ECON 318, ECON 320, ECON 326, ECON/PLSC 341, or other international business elective approved by the department chair; and 12 additional elective hours taught at or above the 300-level in BADM or ECON. ACCT 340 may also count towards these electives.

Requirements for the Minor in Business Administration

The minor in business administration consists of 18 hours, including ACCT 203, ECON 201, ECON 202, and nine hours of BADM elective courses taught at or above the 300-level.

Chemistry

Professors: Latha A. Gearheart (Chair) and A. Craig Powell

Associate Professor: Walter R. Ott

Assistant Professor: Evelyn J. Swain

Requirements for the Major in Chemistry

The major in chemistry consists of 55 to 58 hours, including CHEM 101-101L, 102-102L, 221-221L, 222-222L, 311, 312, 380, 401-401L, 402-402L, and 450; seven hours chosen from BCHE 307-307L^{***}, BCHE 308^{***}, CHEM 322-322L, CHEM 332, CHEM 342, CHEM 345, CHEM 352, or CHEM 458; zero to three hours in research^{**} from CHEM 398, 440, 444*, or 448; MATH 201 and 202; and PHYS 1500 and 1510.

Note: All students must complete the American Chemical Society General Chemistry Exam with a grade of 60 percent or higher to receive credit for Chemistry 102.

* CHEM 444 must be a departmentally approved research internship.

** Students enrolling in less than three hours of research (and accumulating less than 58 hours of major requirements) must take CHEM 440.

*** Only one semester of biochemistry may count toward the major.

Requirements for the Major in Chemistry: Pharmacy Concentration (Dual Degree)

Students participating in this program will be expected to complete all Presbyterian College general education requirements. The major in chemistry with pre-pharmacy concentration consists of 82 to 87 hours, including BIOL 1150-1150L, 1151-1151L; either BIOL 302 or 303-303L; BIOL 306, 311-311L; CHEM 101-101L, 102-102L, 221-221L, 222-222L, 311, 401-401L; three to five hours chosen from BIOL 234, BIOL 335, BCHE 308, CHEM 312, CHEM 322-322L, CHEM 332, CHEM 342, CHEM 345, CHEM 352, or CHEM 402-402L; ECON 201 or 202; MATH 202; PHYS 1500 and 1510; three or four hours chosen from MATH 210 or STAT 320; three hours chosen from PSYC 201 or SOC 201; and SPCH 201. Students must also complete a capstone experience at the Presbyterian College School of Pharmacy to be approved by the Department of Chemistry, as well as the following courses from the Presbyterian College School of Pharmacy: PHRM 5104, PHRM 5105, PHRM 5107, and PHRM 6103.

Note: All students must complete the American Chemical Society General Chemistry Exam with a grade of 60 percent or higher to receive credit for Chemistry 102.

Students entering this program should be aware of stipulations from Presbyterian College School of Pharmacy regarding admission to its program and completion of all prerequisites before admission to that program, i.e., pre-pharmacy course requirements must be completed with a grade of "C" or better, and a minimum cumulative GPA of 2.5 is required for admission to the program. After earning a minimum of 106 hours at PC, students enter the pharmacy program at Presbyterian College School of Pharmacy and in two years earn a B.S. in Chemistry with Pre-Pharmacy Concentration.

Requirements for the Minor in Chemistry

Students who minor in chemistry must complete 20 hours, including CHEM 101-101L, 102-102L, 221-221L, 222-222L, and a minimum of four semester hours selected from BCHE 307-307L, BCHE 308, CHEM 311, CHEM 322-322L, CHEM 332, CHEM 342, CHEM 345, CHEM 352, or CHEM 401.

Note: All students must complete the American Chemical Society General Chemistry Exam with a grade of 60 percent or higher to receive credit for Chemistry 102.

Chinese Studies

Professor: Roy B. Campbell (Director)

Associate Professor: Z. David Liu

Visiting Instructor: Fen Wang

Requirements for the Minor in Chinese Studies

Students who minor in Chinese studies must complete 18 hours, including CHIN 201 and 15 additional hours from any CHIN course above 201; any CHST course; HIST 3610/PHIL 361, 3611, 3640; or PLSC 352. At least one course must be taken from each department.

Computer Science

Professor: M. Paige Meeker (Director)

Requirements for the Minor in Computer Science

The minor in computer science consists of 18 hours, including CSC 1231, 1231L, 1232, 1232L, 336, and six additional hours of CSC electives.

Creative Writing

Professors: G. Terry Barr, J. Justin Brent, Lesley J. Preston, and Miriam L. Ragland

Associate Professor: Robert E. Stutts (Director)

Requirements for the Minor in Creative Writing

Students minoring in creative writing must complete 18 hours, including CRWR 4000, CRWR 4100 and ENGL 1002; three hours of creative writing workshop coursework selected from 2100, 2200, 2300, or 2400; and six additional hours chosen from CRWR 2100, 2200, 2300, or 2400 (if not chosen for workshop credit) 2500, 4005, 4007; ENGL 2101, 3650; MDST 230; THEA 2300, 2301, 3000, or 3001.

Note: See also major in English: Creative Writing Concentration.

Economics

Professors: Jody W. Lipford (Director), Jerry K. Slice, and Suzanne J. Smith

Associate Professors: Cynthia B. Lucking, J. Tobin Turner,
and Norman M. Scarborough

Assistant Professors: Rachel G. Childers and Karen B. Mattison

Requirements for the Major in Economics

Students majoring in economics must complete a total of 38 hours, including ACCT 203; BADM 299; ECON 201, 202, 310, 330, and 440; MATH 199 or 201; STAT 319; and 12 additional elective hours from ECON taught at or above the 300-level. BADM 332 or BADM 351 may also count towards the elective requirements.

Requirements for the Minor in Economics

The minor in economics consists of 18 hours, including ECON 201, 202, 310, 330, and six additional hours of ECON elective courses taught at or above the 300-level.

Education

Associate Professor: E. Elizabeth Lilly (Chair)

Assistant Professors: Traci J. Bellas and Julia Wilkins

Students who plan to pursue a program of studies leading to initial licensure must submit a formal application to the Education Department. Applications are submitted during the sophomore year. Students must be admitted to the Education Department to enroll in 300- or 400-level education courses (with the exception of EDMS 341 and EDUC 371).

Students who are not admitted to the Teacher Education Program by August 15th of the sophomore year must submit a request to the department chair to receive permission to take 300- or 400-level education courses.

Criteria used in determining acceptance into the professional program include:

1. Completed teacher education application, including a successful South Carolina Law Enforcement Division background check as required by the S.C. Education Department
2. Completion of 45 semester hours
3. A cumulative 2.75/4.0 GPA (on all PC coursework and all coursework that counts towards graduation)
4. Declared program of study on file in the PC Registrar's Office
5. Passing scores on all sections of the Praxis Core examination, ACT or SAT South Carolina Exemption (scores are to be submitted with the Teacher Education Program Application)

The Teacher Education Committee will make the final decision on all admissions to the Teacher Education Program. The Education Department will send a letter notifying the candidate of the Committee's decision. Questions or concerns regarding an applicant's status may be directed to the chair of the Education Department.

Once admitted to the Teacher Education Program, candidates are required to complete all required coursework and college requirements prior to student teaching. If course scheduling problems arise, however, no more than two courses for a maximum of eight hours may be taken after student teaching is completed, provided the student has met all other graduation requirements. Students are encouraged to check the program requirements and to plan carefully as they develop their plans for obtaining teacher certification. Students should be aware of the off-campus time required during the student teaching experience and must complete all college requirements prior to the student teaching semester.

Early and frequent consultation with Education Department faculty is recommended. The Teacher Education Handbook contains additional information and is located on the Education Department's website.

Education Program Completers

The Education Department will provide recommendation for educator certification to the South Carolina Department of Education upon successful completion of all requirements. A program completer is a candidate who has met all of the program requirements specified by Presbyterian College's Teacher Education Program.

Requirements for the Major in Education: Early Childhood

Students majoring in early childhood education must complete 64 hours, including EDUC 201, 210, 314, 350, 371, and 440; EDEC 303, 304, 311, 394, 408, 409, and 410; EDEL 306, 312, and 313; PSYC 212 and 303; six hours chosen from ART 280, EDEC 310, MUSC 2400, or PHED 310; and a minimum of three hours chosen from HIST 3240, HIST 3245, RELG 356, MUSC 1151, SOC 360, SOC 364, an approved Maymester course, or a semester-long study abroad program.

Requirements for the Major in Education: Elementary

Students majoring in elementary education must complete 67 hours, including ART 280; EDUC 201, 210, 314, 350, 371, and 440; EDEC 310, 311; EDEL 305, 306, 312, 313, 394, 405, 406, and 407; GEOG 301; MUSC 2400; PHED 310; PSYC 212 and 303.

Students majoring in Elementary Education should structure their general education science courses such that a life science and a physical science are represented in the content, e.g., BIOL and CHEM; or BIOL and PHYS.

Requirements for the Major in Education: Middle School

Students who wish to teach at the middle school level will earn a B.S. in Middle School Education with a concentration in two of the following areas: language arts, mathematics, science, or social studies. A common core of professional courses totaling 46 hours is required of all students and includes EDUC 201, 210, 315, 325, 350, 371, and 440; EDMS 341, 394, 410, 411, and 412; PSYC 201, 213, and 303. Additional professional courses and courses specific for each area of concentration are listed below.

Concentration in Language Arts:

Students completing a concentration in language arts must complete 17 additional hours, including EDMS 400; ENGL 2101 and 3001; three hours chosen from ENGL 2201, 2202, 2203, 2204, 2205, 2206, or 2207; three hours from ENGL 2208, ENGL 3500, or MDST 230; and three hours from ENGL 3360/SOST 314, ENGL 3361/SOST 315, ENGL 3302, 3370, 3371, 3372, 3500, ENGL 3520, ENGL 3380 or ENGL 3362.

Concentration in Mathematics:

Students completing a concentration in mathematics must complete 20 additional hours, including EDMS 403 and MATH 201, 202, 210, 221, 308, and 309. It is crucial that prospective middle school education majors planning a concentration in math take MATH 201 and MATH 221 no later than their sophomore year.

Concentration in Science:

Students seeking a concentration in science must complete 22 additional hours, including EDMS 402; BIOL 1150-1105L and 1151-1151L; CHEM 101-101L; PHYS 1100 and 1500.

Concentration in Social Studies:

Students seeking a concentration in social studies must complete 14 additional hours, including EDMS 401; GEOG 301 or 302; HIST 2200 and 2201; and PLSC 201 or 202.

Requirements for the Minor in Education: Secondary

In order to teach in a secondary school setting, a student will major in the teaching area of interest (i.e., science, English, history, or mathematics) and minor in secondary education. Students seeking the minor and certification in secondary education must complete 40 hours, including EDSO 301, 302, 394, 400, 401, and 402; EDUC 201, 210, 315, 325, 350, and 371; and PSYC 213.

Students who wish to be certified to teach social studies in the high school setting must meet the requirements for the major in history.

Students who wish to be certified to teach science in the high school setting must meet the requirements for the major in biology with a minor in secondary education.

English

Professors: G. Terry Barr, J. Justin Brent, Lynne M. Simpson, and H. Dean Thompson

Associate Professors: Jerry J. Alexander (Chair) and Robert E. Stutts

Assistant Professors: Kendra Y. Hamilton and Emily L. Taylor

Requirements for the Major in English

The major in English requires 33 hours taught at or above the 2000-level, including ENGL 4100; three hours selected from ENGL 2101, 2102, or 2103; nine hours selected from ENGL 2201, 2202, 2203, 2204, 2205, 2206, 2207, or ENGL 2208; three hours of Medieval or Renaissance literature selected from ENGL 3101, 3102, , 3110, or 3111; three hours of 18th or 19th century literature chosen from ENGL 3120, 3130, 3131, 3132, or 3201, three hours of pre-1900 literature chosen from ENGL 3101, 3102, 3110, 3111, 3120, 3130, 3131, 3132, or 3201; three hours of post-1900 literature chosen from ENGL 3001, 3301, 3302, 3360, 3361, 3362, 3370, 3371, 3372, 3380, or 3520; and six hours of electives from CRWR, ENGL, or MDST 230.

Students who seek honors in English must complete an additional six hours in ENGL electives, including three hours chosen from ENGL 2101, 2102, or 2103 (if not chosen above) and three additional hours of ENGL 4005 or other ENGL elective as approved by the Department. Students must also complete a substantial thesis (30 pages minimum) and present their research.

Requirements for the Major in English with Creative Writing Concentration

Students majoring in English with a concentration in creative writing must complete 33 hours taught at or above the 2000-level, including CRWR 4100; three hours selected from ENGL 2101, 2102, or 2103; nine hours selected from ENGL 2201, 2202, 2203, 2204, 2205, 2206, 2207, or ENGL 2208; three hours of pre-1900 literature chosen from ENGL 3101, 3102, 3110, 3111, 3120, 3130, 3131, 3132, or 3201; three hours of post-1900 literature selected from ENGL 3001, 3301, 3302, 3360, 3361, 3370, 3371, 3372, 3380, or 3520; six hours of workshop courses selected from CRWR 2100, 2200, 2300, or 2400; three hours selected from CRWR 2100, 2200, 2300, or 2400 (if not chosen for workshop credit), 2500, 4003, 4005, 4007; ENGL 2101, 3650; MDST 230; THEA 2300, 2301, 3000, 3001; and three hours chosen from CRWR 4000 or 4003.

Requirements for the Major in English with Minor in Secondary Education Certification to Teach High School English

A student who wants to be certified to teach English in the high school setting must complete 33 hours of ENGL coursework taught at or above the 2000-level, including

ENGL 2101, 3001, 3002, 3111, and 4100; ENGL 2102 or 2103; nine hours selected from ENGL 2201, 2202, 2203, 2204, 2205, 2206, or 2207; three hours of pre-1900 literature chosen from ENGL 3101, 3102, 3110, 3120, 3130, 3131, 3132, or 3201; and three hours of post-1900 literature selected from ENGL 3370, ENGL 3371, ENGL 3372, ENGL 3520, ENGL 3380, or ENGL 3362. In addition, students must complete all other courses required for teacher certification and meet the criteria for acceptance into the Teacher Education Program for a total of 73 hours.

Requirements for the Minor in English

Students who minor in English must complete 18 hours, including ENGL 1001 and 1002; three hours chosen from ENGL 2201, 2202, 2203, 2204, 2205, 2206, or 2207 or ENGL 2208; three hours chosen from 3000- or 4000-level literature courses; and six hours of electives from CRWR, ENGL, or MDST 230.

Environmental Studies

Professor: Jerry K. Slice

Associate Professor: James J. Thompson

Requirements for the Minor in Environmental Studies

Students who minor in environmental studies must complete 20 hours, including BIOL 1150-1150L, 1151-1151L, 215 and 4 hours of approved coursework chosen from BIOL 201, 203 or 206, 207, 304, 314; 3 hours chosen from ECON 306, PHIL 317, or SOC 360; 1 hour chosen from ENVI 442, 444, 446, 448, 452, 458 or other appropriate courses as approved by the environmental studies adviser.

French

Professor: Patrick D. Kiley (Director)

Requirements for the Major in French

Students who major in French must complete 28 hours taught at or above the 200-level, including FREN 201, 202, 301, 302, 333, 391, 410, and 440; three hours of FREN literature electives taught at the 400-level; and three hours of FREN electives. Students who exempt 201 or above as a result of placement will be required to complete additional electives to achieve the minimum number of hours for the major.

Students taking FREN 398 (Honors Research) must register for FREN 440 (Capstone) in the same semester.

French courses taken in a study abroad program may count toward the major hours. At least two courses (FREN 333 and one 400-level literature course) must be taken on campus at Presbyterian College. One semester or junior year of study abroad in France is recommended for all majors.

Requirements for the Minor in French

Students who minor in French must complete 18 hours of FREN electives taught at or above the 200-level. Students who exempt 201 or above as a result of placement will be required to complete additional electives to achieve the minimum number of hours for the minor. One semester or junior year of study abroad in France is recommended for all minors.

History

Professors: Roy B. Campbell, Richard R. Heiser, and Michael A. Nelson (Chair)

Associate Professor: Stefan W. Wiecki

Assistant Professor: Jaclyn A. Sumner

Visiting Assistant Professor: Margaret W. Carmack

Requirements for the Major in History

The major in history requires a total of 30 hours, including HIST 2200, 2201, 4000, and 4001; three hours chosen from HIST 2400, 2401, 3410, 3411, 3412, 3413, 3414, 3415, 3416, 3440, 3441, 3442, 3443, 3444, 3445, or 3470; three hours chosen from HIST3610/PHIL 361, 3611, 3612, 3613, 3615, 3616, 3617, 3640, 3641, 3642, 3643, 3644, 3645 or 3670; and 12 hours in HIST electives taught at or above the 2000-level. Additionally, students must choose a second major or a minor in an approved area.

Students who seek honors in history must complete an additional three hours in HIST electives, including HIST 4003.

Requirements for the Major in History with Minor in Secondary Education Certification to Teach High School Social Studies

Students who wish to be certified to teach social studies in the high-school setting must meet the requirements for the major in history, including HIST 2200, 2201, 2401, 3240, 4000, and 4001; three hours chosen from HIST 3610/PHIL 361, 3611, 3612, 3613, 3615, 3616, 3617, 3640, 3641, 3642, 3643, 3644, 3645 or 3670; nine hours of HIST electives taught at or above the 2000-level; ECON 201 or 202; GEOG 301; PLSC 201 or 202; PSYC 213; and SOC 201 or 207. Additionally, students must complete the minor in secondary education and all other requirements for teacher certification and acceptance into the Teacher Education Program for a total of 82 hours.

Requirements for the Minor in History

Students who minor in history must complete 18 hours in HIST electives taught at or above the 2000-level.

International Studies

Professors: Roy B. Campbell, Patrick D. Kiley (Director), and Suzanne J. Smith

Associate Professors: Justin E. Lance and Stefan W. Wiecki

Assistant Professors: Emily L. Taylor

Requirements for the Major in International Studies

The major in international studies consists of a minimum of 40 hours, including three hours chosen from BADM 308, ECON 318, ECON 320, or ECON 326; three hours of non-United States HIST electives taught at or above the 3000-level; three hours chosen from ECON 355, ECON/PLSC 341, PLSC 331, PLSC/SOC 370, PLSC 380, 387; three hours selected from ARTH 110, ARTH 120, EDUC 202, ENGL 2206, ENGL 2208, MUSC 1151, MUSC 3301, MUSC 3302, RELG 220, or RELG 310; three hours from one modern foreign language course above the 201 level; 12 hours selected from one thematic specialization; 12 hours selected from one regional specialization; and INTL 440. A one semester study abroad experience is required for all majors.

Notes:

- *No more than 15 hours of coursework can overlap with another single major's classes.*
- *Students may not receive both general education and INTL major credit for the same course.*
- *Any course counts only once towards the major, even though it might be listed several times.*
- *Study abroad courses on an approved semester or year-long program through PC may be applied to thematic specialization, regional specialization, or the study abroad experience.*

Requirements for the Minor in International Studies

The minor in international studies consists of a minimum of 18 hours, including three hours from one modern foreign language course above the 201 level; a minimum of six hours from one thematic specialization; a minimum of six hours from one regional specialization; and a minimum of three hours from a study abroad experience.

Notes:

- *No more than six hours of coursework can overlap with another single major or minor.*
- *Students may not receive both general education and INTL minor credit for the same course.*
- *Study abroad courses on an approved semester or year-long program through PC may be applied to thematic specialization, regional specialization, or the study abroad experience.*

Options for Thematic Specializations for the Major and Minor in International Studies:

History, Culture, and Society: ARTH 110; EDUC 202; ENGL 2206; ENGL 2208; GEOG 301; FREN 322, 333, 401, 402, 403, 404, 405, 406, 410; any non-United States HIST course at or above the 3000-level; LAST/SPAN 318; MUSC 1151, 3301, 3302; SPAN 324; SOC 310, 360; SPAN 315, 316, 321, 322, 331, 332, or 343.

International Business: BADM 308; ECON 318, 320, 326; ECON/PLSC 341; or SPAN 341.

International Politics and Diplomacy: ECON/PLSC 341; GEOG 301; HIST 3641; LAST/SPAN 318, or PLSC 332.

Options for Regional Specializations for the Major and Minor in International Studies:

Europe and Russia: ARTH 110, 120, 210, 220, 240, 310; ENGL 2201, 2202, 3101, 3102, 3110, 3111, 3120, 3130, 3131, 3132; FREN 322, 333, 401, 402, 403, 404, 405, 406, 410; GEOG 301; HIST 3411, 3412, 3413, 3414, 3415, 3416, 3410, 3440, 3442, 3443; MUSC 1151, 3301, 3302; PLSC 355, 380; SPAN 324; SPAN 300, 315, 321, 322, or 341

Africa: ENGL 3371; ENGL 3520; MUSC 1151; RELG 310; or SOC 360

Asia and the Pacific: ENGL 2208; ENGL 3371, ENGL 3520; HIST 3610/PHIL 361, 3611, 3612, 3640; MUSC 1151; RELG 310; or SOC 360.

Middle East: ENGL 3371; HIST 3613; HIST 3441/RELG 357; MUSC 1151; PLSC 387; or RELG 310.

Latin America and the Caribbean: ARTH 320; HIST 3615, 3616, 3642; LAST/SPAN 318; LAST 335; SPAN 324; MUSC 1151; PLSC/SOC 370; SPAN 316, 331, 334, or 341.

Latin American Studies

Professor: Mark R. Cox (Director)

Associate Professors: Laura J. Crary, Justin E. Lance, and Clinia M. Saffi

Assistant Professors: Jaclyn A. Sumner and Emily L. Taylor

Requirements for the Minor in Latin American Studies

The minor in Latin American studies requires 18 hours, including LAST 335 and 15 additional hours chosen from ARTH 320; LAST/SPAN 318, 350; PLSC 362; PLSC/SOC 370; SPAN 324; SPAN 316, 331, and 332.

Marine Studies

Professor: James T. Wetzel (Director)

Requirements for the Minor in Marine Studies

Students who minor in marine studies must take any combination of approved coursework or independent studies for a combination of 19 hours taken at Presbyterian College, the Gulf Coast Research Laboratory, and other PC affiliate institutions including GCRL: Marine Science I (Oceanography), GCRL: Marine Science II (Marine Biology) and nine additional hours chosen from BIOL 201, GCRL: Barrier Island Ecology, GCRL: Coastal Herpetology, GCRL: Coastal Ornithology, GCRL: Environmental Photography, GCRL: Ichthyology, GCRL: Marine Aquaculture, GCRL: Marine Biology for Teachers, GCRL: Marine Ecology, GCRL: Marine Embryology, GCRL: Marine Invertebrates, GCRL: Marine Mammals, GCRL: Marine Toxicology, GCRL: Parasites of Marine Animals, GCRL: Shark Biology, GCRL: Zooplankton Ecology; approved courses taken at Duke Marine Laboratory; approved transfer courses (e.g., marine courses taken at James Cook University in Australia or other PC-affiliate institutions abroad or courses from established marine programs such as the College of Charleston); marine-related Maymester courses; special studies in marine science (e.g., on-campus work such as BIOL 442, 444, 448, 452, and 458); research at a specific independent laboratory; studies at the Belle Baruch Marine Lab/Hobcaw Barony; research at the Gulf Course Research Laboratory; approved interdisciplinary coursework at PC such as CHEM 442.

Mathematics

Professors: Brian D. Beasley, Douglas S. Daniel, Gregory D. Goeckel,
and C. Clinton Harshaw (Chair)

Associate Professor: Kara L. Shavo

Requirements for the Major in Mathematics: Traditional Mathematics Concentration

For students who wish to prepare for graduate school or to pursue a mathematically oriented professional career, the major in mathematics with traditional mathematics concentration consists of 46 hours, including MATH 202*, 221*, 301, 302, 305, 307, 309, 313, 314, 405, 406, 440; CSC 1232/1232L and six additional hours of MATH electives taught at or above the 300-level.

**Notes: Math majors must make a grade of "C" or better in MATH 202 and 221. It is highly recommended that students complete MATH 221 no later than their sophomore year.*

Requirements for the Major in Mathematics: Applied Mathematics Concentration

For students who wish to combine a strong background in mathematics with in-depth study in another area, the mathematics with applied mathematics concentration consists of 40 to 41 hours, including MATH 202*, 221*, 301, 302, 307, 311, 401, and 440; MATH 305 or CSC/MATH 350; MATH 210 or STAT 319; CSC 1232/1232L and six additional hours of MATH electives taught at or above the 300-level.

Students who choose this major must select an additional major or minor in one of the natural or social sciences, namely accounting, biology, business administration, chemistry, computer science, economics, physics, political science, psychology, or sociology.

**Notes: Math majors must make a grade of “C” or better in MATH 202 and 221. It is highly recommended that students complete MATH 221 no later than their sophomore year.*

Requirements for the Major in Mathematics with a Minor in Secondary Education Certification to Teach High School Mathematics

For students who want to be certified to teach mathematics in the high school setting, the mathematics education major requires a total of 72 hours, including MATH 201, 202*, 210, 221*, 301, 302, 307, 308, 309, 313, 430, and 441.

Additionally, students must complete the minor in secondary education and all other requirements for teacher certification and acceptance into the Teacher Education Program.

Candidates are highly encouraged to consult with their faculty adviser in the Mathematics Department during their freshman year.

**Notes: Math majors must make a grade of “C” or better in MATH 202 and 221. It is highly recommended that students complete MATH 221 no later than their sophomore year.*

Requirements for the Minor in Mathematics

Students minoring in mathematics must complete 18 hours, including MATH 201, 202, 221*, 301, and six additional hours of MATH electives taught at or above the 300-level.

**Note: Math minors must make a grade of “C” or better in MATH 221.*

Media Studies

Professors: Mark R. Anderson, G. Terry Barr, J. Justin Brent (Director), Booker T. Ingram, Jr., Jody W. Lipford, M. Paige Meeker, Ralph H. Paquin, Lesley J. Preston, Jerry K. Slice, Suzanne J. Smith, and H. Dean Thompson
Associate Professors: Jerry J. Alexander, M. Paige Meeker, Norman M. Scarborough, Robert E. Stutts, James J. Thompson, and J. Tobin Turner
Assistant Professor: Emily L. Taylor

Requirements for the Minor in Media Studies with Business Concentration

The minor in media studies with the business concentration requires completion of 21 to 24 hours, including ACCT 203; BADM 307 and 353; ECON 201; MDST 230; an internship of three to six hours (MDST 444); and three hours selected from BADM 325, or SPCH 201.

Requirements for the Minor in Media Studies with Journalism and Communications Concentration

The minor in media studies with the journalism concentration requires completion of 18 to 19 hours chosen from one of two options:

On-Campus Option:

MDST 230 and MDST 444 for a minimum of three semester hours; three hours of writing electives chosen from CRWR 2100, 2200, 2300, 2400, 4000; three to four hours of foundations electives chosen from ART 230, 240, 260, BADM 307, BADM/PHIL 316, CSC 1231-1231L, 307, 320, ENGL 2101, 2102, STAT 319, SPCH 201, or THEA 1200; three hours of theory electives chosen from ENGL 2103, PHIL 203, 205, 314, BADM/PHIL 316, PLSC 312, or WGST 225, and three hours of electives chosen from ENGL 2208, 2301, 3510, 3500, 3511, or FREN 322.

Washington, DC Option:

MDST 230 and 15 to 16 hours of journalism taken with the Washington Semester Program. (See the Associate Dean of Career Services and Student Programs or the English Department for information on the Washington Semester Program.)

Military Science and Leadership

Professor of Military Science: Lieutenant Colonel Brian Donley (Chair)
Senior Military Instructor: Master Sergeant Mark J. Bogue

Requirements for the Minor in Military Science

Students minoring in military science must complete 15 semester hours in advanced military science. Participation in this minor is contingent upon completion of the ROTC basic courses or equivalent training and acceptance as a contracted student in ROTC basic courses or equivalent training and acceptance as a contracted student in the Army ROTC Advanced Course. Required courses include MILS 301 and 302; HIST 3243; three hours selected from CSC 1231, BADM 325, BADM/PSYC 322, or PHIL 203; and three hours selected from PLSC 201, 202, or 332.

Modern Foreign Languages

Professor: Mark R. Cox (Director), Patrick D. Kiley
Associate Professors: Sharon E. Knight, Margarita M. Ramirez, and Clinia M. Saffi

Requirements for the Major in Modern Foreign Languages

Students who major in modern foreign languages must complete a total of 18 hours taught at or above the 200-level in each of two languages (French and Spanish) and either FREN or SPAN 440, for a total of 37 hours. Students who exempt 201 or above as a result of placement will be required to complete additional electives to achieve the

minimum number of hours for the major. Students taking 398 (Honors Research) must register for FREN 440 or SPAN 440 (Capstone) in the same semester.

Music

Professors: Karen W. Buckland, Ron A. Davis and J. Porter Stokes (Chair)

Associate Professors: A. Christian Elser, Richard E. House, and Richard B. Thomas

Requirements for the Major in Music

Students who major in music must complete 44 hours, including MUSC 1201, 1202, 1203, 1204, 2201, 2202, 2203, 2204, 2701, 3301, 3302, 4790; applied courses in the student's primary instrument including 1551, 1552, 2551, 2552, 3551, 3552, and 4551; a minimum of six semesters of a major ensemble (1600, 1650, or 1690); and six hours of elective courses in MUSC classes numbered 3000 and above.

Additional Information for Music Majors:

- Must register for MUSC 1000 (0 cr hrs) every term and earn a minimum of six satisfactory grades.
- Taking MUSC 1100 to complete the Fine Arts General Education requirement and MUSC 1151 as part of the Intercultural/Internship General Education requirement is strongly encouraged for all music majors.
- Take diagnostic tests in keyboard skills and music theory prior to beginning coursework in music (before or during the first week of fall term).
- Private lessons require the payment of an additional fee (see section on fees).
- A Second-Year Performance Review is required, normally at the end of the sophomore year.
- A Third-Year Written Review is required, normally at the end of the junior year, in Music Theory and Music History.
- The use of and familiarity with music technology is addressed in several classes. Majors are encouraged to take MUSC 3701 if time and schedule allow.

Requirements for the Minor in Music

The minor in music requires 22 hours, including MUSC 1100, 1201, 1202, 1203, and 1204; a minimum of six semesters of applied study in the student's primary instrument in MUSC 1500; a minimum of six ensemble hours; a minimum of four terms in MUSC 1000; and additional hours from the following courses: MUSC 1301, 1302, 1701, 1702, 1151, 2400, 2420, 2421, 2422, 2423, 2430, 3301, 3302, 3401, 3701, as many as two additional hours in MUSC 1500 or 1510, and as many as two additional hours in ensemble.

Philosophy

Associate Professor: James J. Thompson (Director)

Requirements for the Minor in Philosophy

Students who minor in philosophy must complete 18 hours including PHIL 205; three hours from PHIL 301, 304, PHIL/PLSC 324, 325, 326, or PHIL 361/HIST 3610; three hours from PHIL 314, 315, PHIL/BADM 316, or 317; and nine hours of PHIL or other approved courses with substantial philosophical content.

Physics

Professor: James A. Wanliss (Director)

Associate Professor: Chad L. Rodekohr

Assistant Professor: Eli T. Owens

Requirements for the Major in Medical Physics

Students who major in medical physics must complete 69 hours, including BIOL 1150-1105L, 1151-1151L, and 311-311L; CHEM 101-101L, 102-102L, 221-221L, and 222-222L; MATH 201, 202, 301, 302, and 401; PHYS 1500 or 1600, 1610, 2100, 2900, 3200, 4000, 4100, and 4200.

Notes: If a student has taken general physics 1500 or physics with calculus 1600 from PC, or its equivalent at another school, before declaring the medical physics major, she/he must pass a qualifying examination given by the Physics Department. A grade of "C-" or higher in 1500 or its approved equivalent course is required to enroll in PHYS 1610. A grade of "C-" or higher in PHYS 1610 or its approved equivalent is required to enroll in any upper-division physics course and the student must pass a qualifying examination given by the Physics Department.

All students should take BIOL 1151-1151L. A grade of "C" or higher in BIOL 1150-1105L or its approved equivalent course is required to enroll in BIOL 1151-1151L. A grade of "C" or higher in BIOL 1151-1151L or its approved equivalent is required to enroll in any upper-division biology course.

All students must complete the American Chemical Society General Chemistry Exam with a grade of 60 percent or higher to receive credit for Chemistry 102.

Requirements for the Major in Physics

Students who major in physics must complete 58 to 59 hours, including CHEM 101-101L and 102-102L; CSC 1231-1231L or 250; MATH 201, 202, 301, 302, and 401; PHYS 1500 or 1600; PHYS 1610, 2100, 2900, 3100, 3200, 4000, and 4100; and six hours of PHYS electives at the 2500-level or above.

Notes: If a student has taken general physics 1500 or physics with calculus 1600 from PC, or its equivalent at another school, before declaring the physics major, she/he must pass a

qualifying examination given by the Physics Department. A grade of “C-” or higher in PHYS 1500 or its approved equivalent course is required to enroll in PHYS 1610. A grade of “C-” or higher in PHYS 1610 or its approved equivalent is required to enroll in any upper-division physics course and the student must pass a qualifying examination given by the Physics Department.

Requirements for the Major in Physics: Engineering Dual Degree Program

Students must complete 45 to 46 hours, including CHEM 101-101L and 102-102L; CSC 1231-1231L or 250; MATH 201, 202, 301, 302, and 401; PHYS 1500 or 1600; PHYS 1610, 2100, and 2600; and three hours chosen from PHYS 2900, 3100, or 3200.

Students entering a dual-degree program should be aware of stipulations from other institutions regarding transfer work, i.e., most institutions do not accept grades of “D” and some may not accept all of Presbyterian College’s general education requirements. After earning a minimum of 92 semester hours at PC, students enter an engineering program at Auburn University, Clemson University, Georgia Institute of Technology, University of South Carolina, or Vanderbilt University and in two years earn a PC degree and an engineering degree from Auburn, Clemson, Georgia Tech, USC, or Vanderbilt.

Notes: If a student has taken general physics 1500 or physics with calculus 1600 from PC, or its equivalent at another school, before declaring the physics engineering dual degree major, she/he must pass a qualifying examination given by the Physics Department. A grade of “C-” or higher in PHYS 1500 or its approved equivalent course is required to enroll in PHYS 1610. A grade of “C-” or higher in PHYS 1610 or its approved equivalent is required to enroll in any upper division physics course and the student must pass a qualifying examination given by the Physics Department.

Requirements for the Minor in Physics

Students minoring in physics must complete 17 to 19 hours, including PHYS 1500 or 1600; PHYS 1510 or 1610; three to four hours chosen from PHYS 2100, 2600, 2900, 3100, 3200, or 4100; and six to seven hours chosen from any PHYS elective (three of which may be an internship).

Notes: If a student has taken general physics 1500 or physics with calculus 1600 from PC, or its equivalent at another school, before declaring the physics minor, she/he must pass a qualifying examination given by the physics department. A grade of “C-” or higher in PHYS 1500 or its approved equivalent course is required to enroll in PHYS 1610. A grade of “C-” or higher in PHYS 1610 or its approved equivalent is required to enroll in any upper-division physics course and the student must pass a qualifying examination given by the physics department.

Political Science

Professors: Booker T. Ingram, Jr. (Chair) and Donald R. Raber II

Associate Professors: Justin E. Lance, Z. David Liu, and Erin S. McAdams

Requirements for the Major in Political Science

Students who major in political science must complete 33 hours, including PLSC 201, 202, 205, and 440; three hours chosen from PLSC 301, 304, 305, 306, 307, 309, 311, 312, 313, 314, 316, 317, or 319; three hours selected from PLSC 322, PLSC/PHIL 324, PLSC/PHIL 326, or PLSC/PHIL 327; three hours selected from PLSC 331, PLSC 332, PLSC 339, PLSC/ECON 341, PLSC 342, PLSC/ECON 350, PLSC 352, PLSC 355, PLSC 361, PLSC 362, PLSC/SOC 370, PLSC 380, or PLSC 387; and 12 additional hours of PLSC electives. Research projects, special projects, and internships may be counted as PLSC electives.

Requirements for the Minor in Political Science

The minor in political science requires completion of 18 hours, including PLSC 201, 202, and 12 additional hours of PLSC electives taught at or above the 300-level.

Pre-Law Studies

Professors: J. Justin Brent, Jody W. Lipford, Jerry K. Slice, Lynne M. Simpson,
and Suzanne J. Smith

Associate Professors: Erin S. McAdams (Director), James J. Thompson,
and Norman M. Scarborough

Requirements for the Minor in Pre-Law Studies

Students who minor in pre-law studies must complete 22 hours, including BADM 301, PHIL 205, PLSC 210/PRLW 2100, and a one-hour PRLW 4007 internship; three hours of business administration/economics electives chosen from ACCT 203, BADM 325, ECON 202, and ECON 327; three hours of communication electives selected from ENGL 2103, 2101, 3650, and SPCH 201; three hours of philosophy/political thought electives from PHIL 314, PHIL 330, or PLSC 322; and three hours of law electives chosen from PLSC 304, PLSC 305, or SOC 309.

Psychology

Associate Professors: J. Alicia Askew, Sarah C. Burns, and Brooke C. Spatta (Chair)

Assistant Professor: Evelyn A. Hunter

Visiting Assistant Professors: Chris Aults, Kate Godwin

Requirements for the Major in Psychology

Students majoring in psychology are required to complete 40 hours, including PSYC 201, 205, 307, 316, and 440; STAT 320; three hours selected from PSYC 212, 213, or

214; three hours selected from PSYC 301, PSYC 310, or PSYC/SOC 312; four hours chosen from PSYC 318, 403, 406, or 407; and 12 additional hours in PSYC electives. In addition, PSYC 444 and 448 are highly recommended for students who qualify.

Requirements for the Minor in Psychology

The minor in psychology consists of 18 hours, including PSYC 201 and 15 hours of PSYC electives taught at or above the 200-level. STAT 320 is not required but may count as one of the elective courses.

Religion and Philosophy

Professor: Robert A. Bryant

Associate Professors: Rebecca L. Davis, Kirk J. Nolan, James J. Thompson (Chair)
and Craig A. Vondergeest

Requirements for the Major in Religion and Philosophy

Students majoring in religion must complete 33 hours, including RELG/PHIL 340 and RELG/PHIL 440; 27 hours in religion, philosophy, or other designated courses with substantial content in religion or philosophy. Students may choose to concentrate in Christian studies, religious studies, or philosophy, but are not required to do so.

Students may major in either Religion and Philosophy or Religion-Christian Education, but not both.

Requirements for the Major in Religion and Philosophy-Christian Studies Concentration

Students majoring in religion and philosophy with a concentration in Christian studies must complete 33 hours, including RELG/PHIL 340, RELG 302, 310, 440, PHIL 301; three hours in Old Testament or New Testament at the 200-level or above; three hours in Church History or Mission at the 200-level or above; 12 hours of electives in religion, philosophy, or other approved courses.

Requirements for the Major in Religion and Philosophy-Religious Studies Concentration

Students majoring in religion and philosophy with a concentration in religious studies must complete 36 hours, including RELG/PHIL 340, RELG 201, 310, 355, and 440; PSYC/SOC 312 and three hours chosen from PSYC 315, 316, 448, SOC 207, 311, 366, 423, 424 or other approved course in social science; 15 hours of electives in religion, philosophy, or other approved courses.

Requirements for the Major in Religion and Philosophy-Philosophy Concentration

Students majoring in religion and philosophy with a concentration in philosophy must

complete 33 hours, including RELG/PHIL 340, PHIL 205, 440; six hours in history of philosophy from PHIL 301, 304, PHIL/PLSC 324, 325, 326, PHIL361/HIST 3610 or other approved course at the 300 or 400-level; three hours in ethics from PHIL 314, 315, 316, 317, or other approved course at the 300- or 400-level; 15 hours of electives in religion, philosophy, or other approved courses.

Requirements for the Minor in Religion

Students minoring in religion must complete 18 hours in RELG courses taught at or above the 200-level.

Religion – Christian Education

Professor: Robert A. Bryant

Associate Professors: Rebecca L. Davis (Director), Kirk J. Nolan, James J. Thompson and Craig A. Vondergeest

Requirements for the Major in Religion: Christian Education

Students majoring in religion with Christian education must complete 42 hours including RELG 302, 310; RELG/R-CE 440; R-CE 301, 310, 312, 330, 439; 3 hours of Old Testament electives taught at the 300-level or above; 3 hours of New Testament electives taught at the 300-level or above; 12 hours of elective courses chosen from any R-CE or RELG course; ART 280; PSYC 212, 213, 214, 217, 311, 312, 315, 330, 402, 404; SOC 302, 311, 325, 363, 364, 366, 370; SPCH 201, or other courses as approved by the Director of Christian Education program.

Students may major in either Religion and Philosophy or Religion-Christian Education, but not both.

Requirements for the Minor in Religion: Christian Education

The minor in Christian education consists of 18 hours, including RELG 302; R-CE 301, 310, 312, and six hours of R-CE electives.

Sociology

Professors: Robert H. Freymeyer (Chair) and Carla H. Alphonso

Requirements for the Major in Sociology

Students who major in sociology must complete 30 hours, including SOC 201, 311, 423, and 424; three hours chosen from SOC 310, 325, 360, or 366; three hours selected from SOC 303, SOC 362, SOC 363, SOC 364, or PLSC/SOC 370; 12 hours of SOC elective courses; and a paper portfolio containing three graded papers. At least one of these papers must be a research paper with data analysis, at least one must reflect a theoretical perspective, and at least one must present different viewpoints on various issues.

Requirements for the Minor in Sociology

The minor in sociology consists of 18 hours including SOC 201, 12 semester hours of SOC electives taught at or above the 300-level, and any three additional hours of SOC coursework.

Southern Studies

Professors: G. Terry Barr, Robert H. Freymeyer, Booker T. Ingram,
and H. Dean Thompson

Associate Professor: Richard B. Thomas

Assistant Professor: Kendra Y. Hamilton (Director)

Requirements for the Minor in Southern Studies

Students must complete 18 hours for the minor in southern studies, including SOST 205 and 15 hours chosen from ENGL 2205, 2301, 3362, 3372; ENGL 3360/SOST 314, ENGL 3361/SOST 315; HIST 3211, 3240; HIST 3245; MUSC 1101; PLSC 301, PLSC 319; RELG 356; SOC 303; SOST 442, 444, 448, or 458.

Spanish

Professor: Mark R. Cox (Director)

Associate Professors: Sharon E. Knight, Margarita M. Ramirez, and Clinia M. Saffi

Requirements for the Major in Spanish

Students majoring in Spanish must complete 28 hours taught at or above the 200-level, including SPAN 201, 202, 300, 301 or 302, and 440; six hours in SPAN literature courses; and nine additional hours in SPAN electives. Students who exempt 201 or above as a result of placement will be required to complete additional electives to achieve the minimum number of hours for the major.

Students taking SPAN 398 (Honors Research) must register for SPAN 440 (Capstone) in the same semester.

Spanish courses taken in a study abroad program may be substituted for some of the above courses, subject to approval by the department. One semester or junior year of study abroad in a Spanish-speaking country is recommended for all majors.

Requirements for the Minor in Spanish

Students minoring in Spanish must complete 18 hours in SPAN coursework taught at or above the 200-level. One semester or junior year of study abroad in a Spanish-speaking country is recommended for all minors. Students who exempt 201 or above as a result of placement will be required to complete additional electives to achieve the minimum number of hours for the minor.

Theatre

Professors: Lesley J. Preston (Chair) and Miriam L. Ragland

Requirements for the Major in Theatre Studies

Students majoring in theatre studies are required to complete 34 semester hours, including THEA 1000, 1200, 1300, 2103 or 2104, 2300 or 2301, THEA 4000 or 4001, THEA 4007 for a minimum of one semester hour; and fifteen hours of electives chosen from THEA 1400 or 1401, 2100, 2101, 2103 or 2104, 2300 or 2301, 3000 or 3001, 4002, or 4005.

Requirements for the Minor in Theatre Studies

The minor in theatre studies consists of a total of 18 hours, including THEA 1000, 1200, 1300, and nine additional hours of THEA course electives, including THEA 1400 or 1401.

Women's and Gender Studies

Professors: Carla H. Alphonso, Roy B. Campbell, Laura J. Crary,
and Lynne M. Simpson

Assistant Professor: Emily L. Taylor (Director)

Requirements for the Minor in Women's and Gender Studies

Students who minor in women's and gender studies must complete 18 hours, including SOC 363, WGST 225, and 12 hours selected from ENGL 3370, 3371, 3372; HIST 3241, 3640; PHIL 360; PHIL/WGST 323; PSYC 311, 330; SOC 302, 366; WGST 258, 444, 452, or 458, WGST/R-CE 355.

Pre-Professional Programs

A variety of programs offers the Presbyterian College student a solid academic base on which to pursue a professional education. Designated advisers for each area of study work with students to assure success in achieving their academic and pre-professional goals.

Engineering Dual-Degree Programs

Students may combine study in liberal arts with further study in an engineering discipline under the cooperative dual-degree programs Presbyterian College has with Auburn University, Clemson University, Georgia Institute of Technology, University of South Carolina, and Vanderbilt University. These five-year arrangements permit students to spend their first three years at PC completing general education requirements and participating in the physics major program. The remaining two years are spent at one of the partner institutions studying in the chosen engineering

discipline. Upon completion of the program, the student is awarded the B.S. degree in physics from PC and the engineering degree from the partner institution. Students should consult the registrar at one of these institutions for clarification regarding transfer work.

Forestry and Environmental Studies

Presbyterian College offers a program in the fields of forestry and environmental studies in cooperation with the Duke University School of Forestry and Environmental Studies. Students who elect this program must complete at least three years in an approved curriculum at Presbyterian College. Upon completion of the first semester of the junior year with a minimum GPA of 3.00, application may be made to the Duke School of Forestry and Environmental Studies. Applications are considered on a competitive basis. After admission to Duke, the student attends two academic years to complete the master's degree. With the satisfactory completion of the first year of the professional program at Duke and the submission of the first year's record, the student is awarded the baccalaureate degree from Presbyterian College. Interested students should contact the pre-forestry adviser early in their college career.

Pre-Allied Health Sciences

Students interested in careers in allied health professions often spend two or three years at PC and then transfer to a medical university or other professional school to complete the training in such fields as nursing, radiologic technology, physical therapy, and medical technology.

Pre-Dental and Pre-Medical

Students must adhere to a rigorous schedule to prepare for medical and dental schools and for post-graduate admissions tests administered during the junior year at PC. Interested students should consult with the pre-medical/pre-dental adviser at their earliest opportunity.

Pre-Law

Admission to law school does not require any specific course of study. Departments offering programs developed as pre-law training are: economics and business administration, English, history, and political science. An interdisciplinary minor that includes courses designed for a concentration in pre-law (but is not intended to be a pre-law program) is shown above. Each program gives students a broad background upon which to build formal legal training.

Pre-Pharmacy

Students may obtain at PC those courses necessary for admittance to a pharmacy school that accepts students at the third-year level. Because various pharmacy schools have slightly different requirements for admission, students and their college-assigned advisers should ascertain the specific requirements of the schools of their choice and then develop an appropriate schedule of courses.

Pre-Theological

A pre-theological student should schedule at least six hours of Greek and/or Hebrew and may be advised to major in religion. The student also should take as many hours of English, history, psychology, and sociology as possible.

Pre-Veterinary Medicine

Students interested in entering a veterinary medicine program will be assigned a special adviser who will help them arrange their courses at PC to fulfill the specific requirements of the veterinary medicine school of their choice.

Teacher Education and Certification

The Presbyterian College Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Presbyterian College offers programs of study leading to teacher certification in the following specialty areas:

Specialty Area - Grade Levels	
Early Childhood	Pre-K to Grade 3
Elementary Education.....	Grades K-6
English	Grades 9-12
Mathematics	Grades 9-12
Middle School	Grades 5-8
Science/Biology	Grades 9-12
Social Studies	Grades 9-12

Special Programs

For Presbyterian College students, the college experience is not limited to the classroom. Special programs ensure that students obtain the most from their learning opportunity.

Collaborative Programs

PC has developed collaborative educational programs to enhance students' experiences of being global citizens. Presbyterian College and Claflin University, a historically black college located in Orangeburg, South Carolina, have developed programs that allow students from both schools to learn about the cultural differences and similarities that each school brings to its educational programs.

Similarly, PC and Guizhou University in China have established a collaborative program to expand the global awareness of students and faculty through academic and cultural exchanges.

Honors Day Symposium

Presbyterian College honors the research and creative endeavors of students by inviting them to take part in an interdisciplinary undergraduate scholarly conference. The annual Honors Day Symposium offers students an opportunity to share the results of their scholarly efforts with the Presbyterian College community. The symposium occurs on the day of the Honors Day Convocation; both events honor outstanding academic work being completed by PC students. Past symposiums have included literary, humanist, and scientific presentations and posters from students of all disciplines and all years.

Marine Studies Program with Gulf Coast Research Laboratory

The Gulf Coast Research Laboratory (GCRL) is a marine/coastal research and education enterprise sited in Ocean Springs, Mississippi and is a unit of The University of Southern Mississippi's College of Science and Technology. GCRL partners with Presbyterian College to provide the course work to complete the Marine Studies Minor. Required courses for the program of study include:

GCRL: Marine Science I (Oceanography) (5) (*PR: College Algebra, one semester of biology, one semester of chemistry, or POI*) This course provides a multidisciplinary foundation in oceanography, specifically the terminology, principles, processes, relationships, and phenomena pertaining to three of its traditional sub-disciplines: physical, geological, and chemical oceanography. The importance of the interaction of biotic and abiotic processes in the ocean will be addressed through exploration of timely issues in ocean science. An additional course field fee is assessed for this course.

GCRL: Marine Science II (Marine Biology) (5) (*PR: two semester of biology or POI*) An ecological approach to the biology of marine systems with emphasis on local organisms; their habitats, life cycles, and survival strategies. This course is field intensive, and includes several boat trips to the Gulf Barrier Islands, as well as field collections at local marine and estuarine habitats. Additional field trips include the Alabama Estuarium Research Center, the Audubon Aquarium of the Americas, the USM aquaculture centers at Cedar Point, and a snorkeling trip of Florida patch reefs. An additional course field fee is assessed for this course.

PC-at-Oxford Program

Students and faculty travel to the United Kingdom as participants in the PC-at-Oxford group. The group lives at one of the Oxford colleges, and each student member participates in one or two courses over a three-week period. The students receive academic credit for the courses that vary from summer to summer to allow students in different disciplines an opportunity to participate in the program.

PC Summer Fellows (PCSF)

The summer fellows program is designed to enhance the academic experience of PC students by providing them with opportunities to work with faculty during the summer. The program is intended for motivated students to gain research experience with direct faculty mentoring. Students experience the process of research as a creative intellectual activity in a living-learning environment.

Reserve Officer Training Corps (ROTC)

The Army ROTC (Reserve Officers Training Corps) program at Presbyterian College is designed to enhance a student's college education by providing unique training and practical experience in leadership and management—qualities essential to success in any career. Upon graduation from PC, contracted cadets who have successfully completed ROTC training are awarded a commission as a Second Lieutenant in the U.S. Army, U.S. Army National Guard, or the U.S. Army Reserves.

To prepare cadets to become commissioned officers, the ROTC program combines college courses in military science and leadership with summer training. The military science curriculum consists of a two-year Basic Course and a two-year Advanced Course.

The Basic Course is taken during the freshman and sophomore years. Students do not incur any military service obligation for participation in the Basic Course. Previous military experience or completion of JROTC may be accepted by the Professor of Military Science in lieu of some or all of the Basic Course requirements. Attendance at the Leadership Training Course may also be used as credit for the Basic Course.

The Advanced Course is limited to contracted cadets or students who have completed the Basic Course requirements and are actively seeking to be a contracted cadet. Advanced Course cadets attend the 30-day Leadership Development and Assessment Course at Fort Lewis, Washington, during the summer between the junior and senior year. Additionally, Advanced Course cadets assume leadership positions on campus in which they plan, lead, and evaluate training for other cadets.

Both men and women may enroll in ROTC, contract with the U.S. Army, apply for scholarships, and enter in the commissioning process. In order to become a contracted cadet, a student must schedule a military physical through the ROTC department with a resulting status of "qualified." The student must also meet the minimum physical fitness requirements and have a minimum GPA of 2.00. To earn a scholarship the student must have a minimum GPA of 2.50. All contracted cadets, whether on a scholarship, must maintain a minimum semester and cumulative GPA of 2.00 to remain in the program.

Russell Program

A concern that PC students recognize and understand the influence and responsibilities of modern communications media led to the creation of the Russell Program in 1986.

Through the Russell Program, PC conducts the annual Arnold Symposium focusing on aspects of the media and society and has brought to campus such renowned individuals as author and performer Ben Stein, TV journalist Bill Moyers, legal analyst and former prosecutor Christopher Darden, political commentator and best-selling author William Bennett, General Wesley Clark, former White House Press Secretary Dee Dee Myers, Harvard Professor Cornel West, and CNN anchor Soledad O'Brien.

The program also involves a media-learning center, interdisciplinary courses, student internships, awards competition, and faculty development. Russell provides for student publications. It is made possible by the generosity of Ernest and Frances Arnold, trustees of the Russell Charitable Trust.

Since 2003, the Russell Program—in cooperation with The New York Times, The Wall Street Journal, and PC—has made copies of these two national newspapers available free throughout the academic year to students, faculty, staff, and visitors. Many faculty members have utilized one or both of these papers in classroom instruction and discussion.

Washington Semester Program

Students may spend a semester at American University in Washington, DC. The Washington semester allows students to participate in an academically challenging internship in the DC area as part of their coursework for the term. For more information, contact the Office of Career Services and Student Programs.



Courses of Instruction

CO = Co-requisite • POI = Permission of Instructor • PR = Prerequisite
RE = Recommended • XL = Cross-listed

Courses are numbered to indicate the level at which they are offered. Those intended primarily for freshmen have numbers ranging from 100 to 199 (1000 to 1999); for sophomores, 200 to 299 (2000 to 2999); for juniors, 300 to 399 (3000 to 3999); for seniors 400 to 499 (4000 to 4999). Some departments use these ranges to signify area topics or chronological topics. An academic adviser will assist the student in the selection process.

ACCT • Accounting

- 203 Principles of Financial Accounting (3)** This course provides an introduction to accounting as a device for reporting business activities. The underlying principles of accounting for assets, debt, and owners' equity are studied in addition to the preparation and interpretation of financial statements. (Fall and Spring)
- 258 Special Topics (1-6)**
- 311 Intermediate Accounting I (3)** (*PR: ACCT 203 with minimum grade of "C"*) This course provides the introduction to the theory and practice related to the accounting function and its application to for-profit enterprises. Specific emphasis is placed on underlying accounting concepts, the analysis of accounting problems, and the application of accounting principles for assets. (Fall)
- 312 Intermediate Accounting II (3)** (*PR: ACCT 311 or POI*) This course continues the in-depth study of financial accounting concepts and their application to liabilities, equity financing, leases, investments, revenue recognition, and the statement of cash flows. (Spring)
- 313 Intermediate Accounting III (3)** (*PR: ACCT 311 and 312, or POI*) This course continues the in-depth study of financial accounting practice and theory to include accounting changes and error analysis, income tax allocation, pension liabilities, and analyses of complete financial statements as well as current developments. (Fall)
- 328 Cost and Managerial Accounting (3)** (*PR: ACCT 203*) A study of the application of cost analysis to manufacturing and distribution problems, including analysis of the behavioral characteristics of business costs and a study of principles involved in standard cost systems. (Spring)
- 335 Advanced Accounting (3)** (*PR: ACCT 313 or POI*) This course is designed to study the application of accounting theory and principles to specialized accounting areas including partnerships, equity investments and business combinations, and consolidated financial statements. In addition, some aspects of multinational accounting are introduced, including accounting for foreign currency transactions and the translation of foreign currency financial statements. The course includes an integrating project that requires the student to utilize accounting knowledge gained from the major program.
- 336 Auditing (3)** (*PR: ACCT 311, 312 and 342, or POI*) This course studies the principles and practice of internal and independent auditing, the criteria for the establishment and testing of internal controls, the testing of account balances, application of statistical sampling, and accounting information systems. (Spring)
- 338 Governmental and Not-for-Profit Accounting (3)** (*PR: ACCT 203*) The theory and practice related to the accounting function in governmental entities are covered extensively in this course. The emphasis is placed on state and

local governmental entities. In addition, the theory and practice related to the accounting function in not-for-profit entities is also presented. These entities include colleges and universities, hospitals, churches, and voluntary health and welfare organizations.

- 340 **Federal Income Taxation (3)** (PR: ACCT 203 or POI) Primary attention is given to the nature and purpose of taxes with specific emphasis on the federal income tax as it applies to individuals and their business activities. (Fall)
- 342 **Accounting Information Systems (3)** (PR: ACCT 311 and 312, or POI) This course provides a comprehensive study of accounting system basics. Experiential learning in computer-based accounting is a significant component of the course. In addition, this course introduces current trends in e-commerce, artificial intelligence, and other developments that have a significant effect on the design of accounting systems. (Fall)
- 398 **Honors Research (3-6)**
- 442 **Directed Studies (1-9)**
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

AFST • Africana Studies

- 201 **Introduction to Africana Studies (3)** An interdisciplinary survey of African and Africana religion, culture, science, literature, philosophy, politics, economy, and protest.
- 442 **Directed Studies (1-6)**
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (3)**

ART • Art

- 101 **Art Appreciation (3)** An introduction to the arts of painting, sculpture, and architecture. As a general survey course, emphasis is placed both on the development of an informed art vocabulary and on the exercise of those perceptual and cognitive skills which enhance aesthetic experiences in the arts. (Lectures, slide presentations, field trips, and creative applications)
- 110 **Studio Foundations: Drawing (3)** A foundation course that explores various approaches to a range of drawing problems from landscape and still-life to human anatomy, from rendering to nonobjective abstraction. A variety of wet and dry media is employed in a series of projects and exercises designed to enhance both eye-hand coordination and perceptual acuity. No previous drawing experience is required. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Studio applications and field trips)
- 120 **Studio Foundations: 2-D (3)** A foundation course surveying the elements

and principles of visual organization in two-dimensional art. Perceptual and conceptual skills are enhanced through a series of experimental studio projects focused on composition and color theory. No previous design experiences are required. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Lectures and studio applications; alternate years - fall or spring)

- 122 Studio Foundations: 3-D (3)** A foundations course surveying materials, concepts, and principles of visual structure/organization in the dimensional world. Through a series of problem solving projects, readings, and class discussion, students will gain insight into the basic language of three-dimensional design. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Alternate years - fall or spring)
- 230 Painting I (3)** (PR: ART 110 and 120, or POI) An introduction to the theory and practice of painting in oils, stressing color and surface in response to direct visual observations. This course covers a range of materials and technical skills that are presented with frequent reference to the broader history of painting. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Demonstration, painting on location in the landscape, and studio application; alternate years - fall or spring)
- 240 Sculpture (3)** (PR: ART 110 and 120, or POI) A study of both additive and subtractive approaches to sculptural representation in the context of art history and executed in a variety of media such as clay, stone, plaster, metals, wood, and glass. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Demonstrations and studio applications; Alternate years - fall or spring)
- 260 Printmaking I (3)** (PR: ART 110 and 120, or POI) An introduction to the techniques of relief and intaglio printing processes such as woodcut, linocut, etching, aquatint, and dry point. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Demonstrations and studio applications; Alternate years - fall or spring)
- 262 Printmaking II: Screen Printing (2)** (PR: ART 110 and 120, or POI) An introduction to the techniques and processes of screen-printing with an emphasis on fine arts applications. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Demonstrations and studio applications, Alternate years - fall or spring)
- 274 Introduction to Digital Photography and Culture (3)** This course explores the ways in which digital images reflect and transform cultural notions of power, belief, and societal values. It also serves as a basic introduction to the technical and aesthetic use of a digital camera and image-editing software for expressive communication in print and online.
- 280 Art for the Child (3)** A study of the child's creative growth in arts and crafts. Designed to help the classroom teacher develop the creative skills that enhance instruction in all content areas while facilitating a quality art program within the broader context of a general classroom environment. This class is limited to majors in early childhood education, Christian education, and art. Other students may contact the art department with a request to be enrolled on appeal. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Lectures and studio applications)
- 308 Graphics Programming and Animation (3)** (PR: CSC 1231-1231L • XL: CSC 308) This course introduces the student to programming that draws 2D or 3D images on the screen. In particular, we will study graphics packages that enable

- interactive drawing and animation in 2D and 3D spaces. (Alternate years)
- 310 Life Drawing (3)** (PR: ART 110 and 120, or POI) An extensive study of artistic anatomy and the expressive potential of the human form. Drawing from the model and skeleton with a wide array of drawing and painting media. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Lecture/demonstrations and studio applications, Alternate years - fall or spring)
- 336 Painting II (3)** (PR: ART 230, 232 or 234) An exploration of the form/content relationship in the practice of painting in a variety of media. This course stresses the synthetic integration of painterly concerns through the creation of a suite of related paintings. A materials fee is assessed for this course, in addition to necessary art supplies purchased by individual students. (Studio applications videotape, and slide lectures; alternate years - fall or spring)
- 391 Junior Project (1)** In this course, students will plan, execute, present, and critique a project in studio art or art history selected in consultation with the art faculty. Studio majors will explore concepts and experiment with art methods and materials prior to the senior year when production focuses on the senior exhibit. Art history students will work on preliminary research for the senior thesis. All students will meet regularly with faculty individually and as a group for direction and feedback. Students may elect to take this course in conjunction with an internship or study abroad. Mandatory field trips are taken each year to New York City and another major urban art center. (Fall)
- 392 Junior Seminar (1)** This is a supervised open-studio and seminar course with assigned readings and research in contemporary art and art historical methodologies. This course will build on the work done in the junior project, internship, or study abroad of the previous semester. Each studio major will produce a series of related artworks while doing graded research on an aspect of the art world. Art history students will continue to work on their thesis projects while writing regular critiques of the work produced in the studio section of the course and preparing assignments on readings. Mandatory field trips are taken each year to New York City and another major urban art center. (Spring)
- 398 Honors Research (3-6)**
- 442 Directed Studies (1-6)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**
- 491 Senior Seminar (2)** (PR: SR status and ART major) This course aims to focus the student's development toward the final senior exhibition or thesis to be presented at the end of the year. The faculty will work with each student to develop his or her individual artistic vision or art historical position through regular individual and group critiques. Because the medium, subject, and style of the work produced will vary, the principle emphasis will be on the formal concerns and presentation of the art. These issues will be addressed in critiques, reading, and research. Studio majors will strive to integrate ideas of concept, form, and content in the preparation of the artist statement for the final exhibit. Art history students will finalize the research and complete a draft of the final thesis. Mandatory field trips are taken each year to New York City or another major urban art center. (Fall)

- 492 **Senior Show (2)** (PR: ART 491) Studio majors will focus on the preparation of the final exhibition and the presentation of a carefully crafted artist statement. Art history students will revise and refine the thesis for presentation either in a public symposium or the Honors Research Symposium in the spring. Critique of ongoing studio work and writing will take place prior to the senior show and/or symposium. Studio majors will submit a slide portfolio or CD, and art history students, a bound copy of the thesis for review by the art faculty. A formal critique will be made of all work submitted. Mandatory field trips are taken each year to New York City or another major urban art center. (Spring)

ARTH • Art History

- 110 **Survey of Western Art I (3)** The art of the Western world from its earliest known examples in caves of France and Spain up to the beginning Renaissance ideals in art and architecture of Western Europe, with a brief view of some of the arts of the Islamic world created during that same era. Examines the way that the visual arts and architecture gives expression to a culture's values and ideas about life, death, and spirituality. (Fall)
- 120 **Survey of Western Art II (3)** This course surveys the art of Western Europe and the Americas from the Renaissance through the 20th century. Particular attention is paid to change in social and cultural institutions leading to the development of modernism. (Spring)
- 210 **Medieval Art and Architecture (3)** A survey of art and architecture created in Europe beginning in the late Roman Empire through the 14th century. (Fall, Alternate years)
- 220 **Art in Italy, 1400-1700 (3)** A survey of art and architecture created in Italy between 1400 and 1700 AD. Art and architecture are examined in relation to the philosophical, scientific, and religious debates of the era. (Spring, Alternate years)
- 221 **Art in Northern Europe, 1400-1700 (3)** A survey of the art and architecture in European countries outside of Italy, especially Flanders, the Netherlands, France, and Spain. Of particular interest are the roles played by the Reformation and Counter-Reformation on art production. (Spring, Alternate years)
- 230 **Art in Europe, 1700-1850 (3)** A survey of art and architecture created in Western Europe from 1700-1850. The development of the independent gallery system and the role of art academies, leading to modernist movements in the 19th century are emphasized. (Fall, Alternate years)
- 240 **Art in Europe, 1850-1950 (3)** A survey of the art and architecture created in Western Europe during the late 19th and through the 20th century. Major modernist movements and avant-garde styles are discussed in depth. (Fall, Alternate years)
- 245 **Art in the United States, 1900-Present (3)** A survey of the art and architecture created in the United States beginning in the early 20th century around the time of the Armory Show in New York in 1913. Major movements throughout the century will be examined, along with the special circumstances of art making in the United States. (Fall, Alternate years)
- 310 **Modern Art Theory and Criticism (3)** An examination of the writings of artists and critics of the late 19th and 20th centuries whose works construct the history of modernism in the arts. (Spring, Alternate years)
- 320 **Topics in Latin American Art (3)** A survey of the art of one region or country in Latin America, such as Mesoamerican art, Caribbean art, South American art, Mexican art, or Brazilian art. (Spring, Alternate years)

- 410 **Contemporary Art: Theory and Practices (3)** An examination of the visual arts of the 20th century and into the 21st century, emphasizing theory, criticism, and exhibition strategies related particularly to news media. (Spring, Alternate years)
- 450 **Art History Seminar (3)** A seminar devoted to a topic central to the history of art. This course is designed to offer students the opportunity to do in-depth analysis of artworks, understand and apply theoretical frameworks to the interpretation of culture, and develop and present research. (Spring, Alternate years)
- 442 **Directed Studies (1-6)**
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

BADM • Business Administration

- 205 **Personal Finance (3)** This course is designed to introduce students to the types of financial challenges they may face over their lifetime and give them a solid foundation to address those challenges and opportunities effectively. Topics include home ownership, insurance, household budgeting, taxes, savings, and personal investments.
- 299 **Computer Applications for Business (2)** (*PR: Major in BADM or ECON*) A study of current information technology and its application to managerial decision-making. Students gain a working knowledge of basic spreadsheet skills, financial and statistical analysis, graphical tools, database management, report generation, and macro creation. This course relies on Excel for Windows to give students hands-on experience with computerized information systems in integrating material from other business courses. (Fall and Spring)
- 301 **Business Law (3)** (*PR: JR status or POI*) Designed to give students a comprehensive knowledge of the principles of law pertaining to routine business transactions. Topics include sources of contracts, sales, the Uniform Commercial Code (UCC), title, and risk of loss. (Fall and Spring)
- 307 **Marketing (3)** (*PR: SO status*) A general survey of marketing: consumer behavior, functions, channels, and institutions. Special emphasis on the integration of marketing fundamentals with decision making through the use of case studies. (Fall and Spring)
- 308 **International Marketing (3)** (*PR: BADM 307 or POI*) This course is designed to give students experience in analyzing the marketing environment and applying marketing concepts in a foreign context to develop understanding of both the theoretical and practical benefits of international business.
- 309 **Consumer Behavior (3)** (*PR: BADM 307*) Concepts, methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. Implications for influencing decisions are highlighted.
- 314 **Enterprise MIS (3)** (*RE: BADM 299 • XL: CSC 214*) This course is designed to introduce the student to the ways businesses use information technologies to enhance and transform business operations and support business objectives. The key topics include enterprise applications (ERP, CRM, and SCM), web-based systems (E-Commerce, B2B, and intranets), and decision support (data mining and data warehouse). The course is intended to be a survey of the current concepts and practices related to MII implementations in businesses. As time allows, students will also apply these concepts to hands-on labs.

- 315 Management and Organizational Behavior (3)** An overview and history of management followed by discussion of the business environment, ethics, and global markets. The course covers the planning process, principles of organizing, managing teams, motivating employees, and leadership theory. Students observe how the functional areas of business work together as they make business decisions as part of a team managing a firm in a simulation competition. (Fall and Spring)
- 316 Business Ethics (3)** (*XL: PHIL 316*) A study of ethical issues in business with the aim of strengthening our moral discernment and practical judgment. The focus is on classic and contemporary cases in the ethics of business.
- 322 Industrial/Organizational Psychology (3)** (*PR: ECON 201 or PSYC 201 • XL: PSYC 322*) The application of psychology to workplace settings, including not only business and industry, but also non-profit organizations such as hospitals, government, and social agencies. Topics include employment recruitment and selection, organizational communication, motivation of workers, and performance evaluation. Topics are of special relevance to students who at some point in their careers expect to be in managerial or administrative positions within an organization, be it a business or non-profit organization.
- 323 Sports Marketing (3)** (*PR: BADM 307*) Exploration of the essentials of effective sports marketing. Topics include application of marketing principles in the sports area, licensing issues, sponsorships and endorsements, stadium and arena marketing, broadcasting and media considerations, public policy and sports, and unique marketing challenges for sport specific products (football, basketball, baseball, motorsports, etc.). (Spring)
- 325 Managerial Communication (3)** (*PR: C or better in English 1001 and 1002; Major in BADM, minor in MDST or PRLW, or POI*) A case-based class in which students analyze business problems and propose persuasive solutions. Students share leadership in a seminar-style class as they strengthen writing and speaking skills through peer-evaluated memos, letters, and reports. The course requires weekly writing assignments. (Spring)
- 332 Managerial Finance (3)** (*PR: ACCT 203*) Designed to allow the student to apply basic concepts of finance to the solution of business problems, especially as they pertain to financial decision making; analysis of the financial condition of business firms as a means of recognizing current and long-term financial needs; selection of the most feasible actions necessary to secure best possible financing and most profitable allocation of resources. (Fall and Spring)
- 333 Database Processing and Design (3)** (*PR: BADM 299 or CSC 1231, or POI • XL: CSC 333*) Introduction to database concepts including data modeling, normalization, database design and implementation, data administration, and, as time allows, data warehouses and data mining. The course will include hands-on experience using commercially available database software beyond simple desktop databases.
- 334 Human Resource Management (3)** (*PR: Major in BADM or POI*) Analysis of current issues and practices in human resource management. The course studies the staffing, training, development, motivation, and compensation of employees. Cases and experiential exercises are used to involve students in resolving realistic human resources problems.
- 343 Health Care Management (3)** (*PR: POI*) This course will focus on the health care environment in the U.S. with an emphasis on managing the operations of health care facilities. The range of topics will include: historical perspective; patient safety; quality; risk management; employee relations; balancing financial, marketing, and operational priorities; understanding physician relations;

legal, regulatory and accreditation mandates; customer service; information technology; and advocacy. It will also include the internal and external factors that control the delivery of health care in communities. (Fall)

- 344 Principles of Real Estate (3)** (PR: JR status or POI) This course is designed as an introduction to the field of real estate and deals with the following topical areas: the economic, social, and legal setting of real estate; brokerage and real estate title transfer; value, price and investment; real estate ownership and administration; and real estate horizons.
- 346 Business Intelligence and Data Analysis (3)** (PR: BADM 299 • XL: CSC 346) This course surveys methods for analyzing, visualizing, and transforming business data to discover patterns that lead to predictive, diagnostic and descriptive models. The student will apply many of these methods using spreadsheets and specialized tools with hands-on projects. The course also introduces the student to data warehouse design as well as principles of data mining.
- 347 International Business (3)** A broad overview of globalization, purchasing power parity, country differences in legal systems, political systems, economic systems, language, culture, labor costs, resource endowments, import and export regulations, trade agreements, and regional economic integration. Each of these factors requires significant changes in how individual business units operate from one country to the next.
- 351 Operations Management (3)** (PR: BADM 299 and STAT 319) An examination of analytical tools designed to improve quality and productivity in manufacturing and service operations. Topics include forecasting, inventory management, scheduling, linear programming, and queuing theory. (Fall and Spring)
- 352 Strategic Management (3)** (PR: SR status, EBA major) A capstone course entailing study of the formulation and implementation of strategies in a wide range of businesses. Emphasis on analyzing and integrating the functional areas of business administration. The case study method and a term project offer students the opportunity to apply strategic concepts to “real world” situations. (Fall and Spring)
- 353 Entrepreneurship (3)** (PR: ACCT 203 and ECON 201) A practical course designed to enhance the student’s ability to launch and manage a successful small business. The focus is on developing strengths and capabilities that are unique to small companies striving for success. Topics include strategic management, entrepreneurship, forms of ownership, franchising, cash flow management, sources of funding, business plan development, and others. Students create a business plan as part of the course. (Fall and Spring)
- 361 Strategic Selling and Sales Management (3)** (PR: BADM 307) This course includes both the theory and practice of strategic selling skills. Experiential exercises and case studies will help students develop analytical skills involved in sales and sales management. Students will demonstrate their proficiency in selling through role playing exercises and the research, design, and production of a comprehensive sales scenario.
- 398 Honors Research (3-6)**
- 411-418 Business Abroad (3)**
- 442 Directed Studies (1-9)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

BCHE • Biochemistry

- 307 Biochemistry I (3)** (PR: BIOL 1151 with a grade of "C" or higher and CHEM 221-221L • CO: BCHE 307L • RE: CHEM 222) This course will provide an introduction to biochemistry, building on the fundamental concepts from biology and chemistry. The structure and function of amino acids, proteins, carbohydrates, nucleotides, and lipids will be covered. Fundamental concepts of cellular structure and function will be reinforced. The concepts of acid-base equilibrium and oxidation-reduction will be extended to biological systems. Bioenergetics, enzyme kinetics, and thermodynamics will be covered. (Fall)
- 307L Biochemistry I Lab (1)** (3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher and BCHE 307 and CHEM 221-221L • CO: BCHE 307) This laboratory course will provide a practical foundation of fundamental biochemical techniques. Experiments will include isolation, quantitation, and characterization of proteins, carbohydrates, nucleic acids, and lipids. Bioinformatics, buffers, protein crystallization, molecular biology, and enzyme kinetics will be introduced. Maintenance of accurate experimental records and lab safety are reinforced. (Fall)
- 308 Biochemistry II (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BCHE 307/307L with a grade of "C" or higher) This course will build on concepts covered in BCHE 307 as well as introduction of new topics. Quantitative aspects of biochemistry, bioenergetics, and biochemical reactions will be reinforced, as well as protein function, targeting, and degradation. Nucleic acid metabolism, biological membrane function, transport, and signaling processes will be introduced. Hormone regulation and the integration of metabolism will be covered in detail. Projects may involve, but are not limited to, using yeast as a model for type-2 diabetes or using myocyte tissue culture as a model of cachexia in cancer. (Spring)

BIOL • Biology

- 1000 Survey of Life (4)** A survey of the structure, function, and ecology of living organisms. This course is designed for non-majors as an offering in general education. (Fall and Spring)
- 1150 Biological Concepts (3)** (CO: BIOL 1150L) A broad introduction to the principles of living organisms. Emphases include scientific methodology, biomolecules, cell structure and function, homeostasis, metabolism and photosynthesis, population dynamics, genetics, and natural selection. (Fall)
- 1150L Biological Concepts Laboratory (1)** (CO: BIOL 1150) The laboratory supplement to the lecture content of BIOL 1150. (Fall)
- 1151 Organismal Biology (3)** (PR: BIOL 1150 and 1150L with a grade of "C" or higher; CO: BIOL 1151L) A course in topics in the life sciences designed for majors in biology. Emphases include diversity of living things, plant and animal form and function, and evolution. (Spring)
- 1151L Organismal Biology Laboratory (1)** (PR: BIOL 1150 and 1150L with a grade of "C" or higher • CO: BIOL 1151) A laboratory experience based on the course content of BIOL 1151. This laboratory emphasizes contemporary research methods and scientific reporting in the life sciences. (Spring)
- 198 Seminar in Biological Primary Literature I (0.5)** (PR: BIOL 1151 with a grade of "C" or higher) This course focuses on the basic tools and techniques for finding, reading, and critically discussing primary scientific literature. (Fall)
- 199 Seminar in Biological Primary Literature II (0.5)** (PR: BIOL 1151 with a grade

- of “C” or higher, BIOL 198) This course uses the basic skills developed previously to more deeply explore primary scientific literature. (Spring)
- 201 Invertebrate Zoology (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of “C” or higher) Studies of the principal phyla of the invertebrates emphasizing their increasing complexity of structure, physiology, ecology, and evolutionary relationships.
- 203 Introductory Botany (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of “C” or higher) Intensive review of phyla of plant kingdom. Morphology, physiology, reproduction, ecology, and principles of classification studied in each group.
- 206 Plant Systematics (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of “C” or higher) The classification and identification of common and economically important vascular plants with attention given to ecological associations of native plants in South Carolina. The cultural and economic impact of herbal and medicinal plants will be examined. (Fall, Alternate years)
- 207 Biogeography (4)** (PR: BIOL 1151 with a grade of “C” or higher) Biogeography is the study of distributions of organisms, both past and present. It is the science that attempts to describe the patterns and distribution of species and larger taxonomic groups. Lecture and laboratory experiences will complement each other in an effort to comprehensively explore the ideas, philosophies, procedures, and techniques involved in biogeography.
- 208 Parasitology (4)** (PR: BIOL 1151 with a grade of “C” or higher) This course provides an in-depth study of parasitic organisms during both lecture and lab. Lecture topics will focus on parasite/host interactions, disease physiology, and current treatments. Lab exercises will introduce students to parasite morphology and histological examination of infected tissue.
- 209 Cell Biology (4)** (PR: BIOL 1151 with a grade of “C” or higher and CHEM 102) A study of the structure and function of the eukaryotic cell that includes a review of the biological macromolecules and chemical processes of the cell. The structure and functions of cell membranes, cellular organelles, and the cytoskeleton and the processes of protein synthesis and sorting, enzyme catalysis, cell movement, the cell cycle, and intracellular signaling are included. Lab exercises will include light and electron microscopy, cell fractionation, gel electrophoresis and cell tissue culture.
- 212 Evolution (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of “C” or higher) The history and development of evolutionary theory from Darwinism in the 19th century to the Modern Synthesis of the 1950s to the most recent concepts and innovations. Includes references to the influence of evolutionary thought on 20th century ideas in science and humanities.
- 215 Environmental Science (4)** (PR: BIOL 1150, CHEM 101 or PHYS 1500) Introduces students to the relationships between humans and the natural and modified environments of the earth, with an emphasis on environmental problem solving using an interdisciplinary perspective. Surveys contemporary environmental issues, such as land use change, population pressures, food security, resource extraction, pollution, and ecosystem services. Also explores the roles of ethics, politics, society, scientific research, and technology in these issues.
- 234 Genetics (4)** (3 hrs. lecture, 3 hrs. lab weekly; PR: BIOL 1151 with a grade of “C” or higher and CHEM 102) A problems-based introduction to molecular and classical genetics and genomics. Key sections of the course cover what genes are, how they work, how they change, how gene expression is regulated and how genes are transmitted between generations. Lab will provide hands-on experience with experimental approaches to many of these same questions with emphasis on bacterial molecular genetics and genomics.

- 258 Special Topics (1-6)**
- 302 Comparative Anatomy (4)** (2 hrs. lecture, 6 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher) A comparative study of vertebrate morphology. Gross and microscopic anatomy of organ systems will be examined on representatives of the major classes of vertebrates. (Alternate years)
- 303 Human Anatomy and Embryology (3)** (3 hrs. lecture weekly • PR: BIOL 1151 with a grade of "C" or higher; JR or SR status) This course concerns the functional morphology of the various organs within the human body and integrates these organ functions into systems that serve the needs of the human body for growth, maintenance and repair, and reproduction.
- 303L Human Anatomy and Embryology Lab (1)** (3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher; JR or SR status • CO: BIOL 303) The student will gain proficiency in anatomical dissections and descriptive histology.
- 304 Developmental Biology (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher • RE: BIOL 209 or 334) The integrated fields of cytology, genetics, biochemistry, and anatomy culminate in the study of development. Students will examine how complex living systems result from an undifferentiated single cell and the forces that drive such specialization. Lectures center on development at the cellular level. The laboratory is primarily concerned with experimental embryology of selected invertebrates and lower vertebrates.
- 306 Microbiology (4)** (3 hrs. lecture, 3 hrs. lab weekly; PR: BIOL 1151 with a grade of "C" or higher and CHEM 102) An introduction to microorganism with emphasis on bacteria. Topics include working with microbes, bacterial cell structure, motility and chemotaxis, microbial systematics, metabolic diversity, basics of microbial pathogenesis, and antibiotic resistance. The laboratory is organized around student research projects and provides an introduction to traditional and modern methods for the study of microbes.
- 311 Physiology (3)** (3 hrs. lecture • PR: BIOL 1151 with a grade of "C" or higher and CHEM 102 • RE: CHEM 221-CHEM 222 or PHYS 1500-1510) A study of the basic functional phenomena of living organisms from unicellular through multi-cellular animals emphasizing the comparative approach.
- 311L Physiology Lab (1)** (3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher and CHEM 102 • CO: BIOL 311 • RE: CHEM 221-CHEM 222 or PHYS 1500-1510) Physiology laboratory includes studies of the following: osmotic phenomena, ionic effects, small animal metabolism, hormones, circulation, respiration, and muscle physiology.
- 312 Plant Physiology (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher and CHEM 102 • RE: CHEM 221-222) This course is designed as an introduction into how plant cells function from seed germination to vegetative growth, maturation, and flowering. Topics include: water relationships, plant biochemistry, development, and environmental physiology. The laboratory portion includes studies of transpiration, plant mineral requirements, plant development, tissue culture, photosynthesis, and enzyme activity.
- 314 Ecology (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: BIOL 1151 with a grade of "C" or higher) A study of the interrelationships of plants and animals in their physical and biological environments. Structure and dynamics of the major ecosystems, with emphasis on individual behavior, populations, and communities. Lab and field work includes studies of natural and polluted systems.
- 318 Immunology (4)** (PR: BIOL 1151 with a grade of "C" or higher and CHEM 102) A study of the principles of immunology. Lecture topics include organs, cells, and pathways of the immune response, antigens, antibodies, immune specificity,

humoral and cellular immunity, development, activation and regulation of the immune response, and immune disorders. Laboratory exercises include identification of the components of the immune system, antibody/ antigen interactions, immunoassays, and mitogenic responses.

- 320 Paleontology (4)** (*PR: BIOL 1151 with a grade of "C" or higher*) This course provides an in-depth introduction to the principles of paleontology. Lecture topics include models in paleontology, taphonomy, systematics and classification, morphology, paleoecology, evolution and extinction, paleobiogeography, biostratigraphy, milestone in the history of life, diversity of Phanerozoic Life, and use of index fossils in rock correlation. Laboratory exercises include fossil preservation, diversity of ancient life, ontogenetic variation, morphologic parameters and their uses, species recognition and evolution, microfossils, evolutionary patterns, and biostratigraphy as well as a survey of the major groups of fossil organisms.
- 335 Human Genetics (3)** The course is designed to introduce students who are interested in future healthcare professions to the specific effects of genetic variation on human biology primarily in settings where clinical problems arise due to mutation. Basic genetics is a prerequisite to this course. It is the intent of the course to increase both personal and professional awareness of the role and impact of genetics in healthcare. The course will review basic genetic principles; present the molecular aspects of genetic mutations; discuss classic and non-traditional inheritance; the significance of family history and pedigree analysis; genetic testing; and the ethical, legal, and social implications of the science. Emphasis is on what, why, and how to use genetic information in the healthcare professions.
- 336 Bioinformatics (3)** Bioinformatics arises from the interaction of biology, computer science, mathematics, and statistics. It deals with the staggering amount of biological information, mainly in the form of DNA and protein sequences, and tries to find ways to organize, sort, compare, and decode these sequences to find underlying similarities and patterns that are biologically relevant. The course will cover computational methods for the study of biological sequence data: analysis of genome methods for finding fractured patterns, phylogenetic methods, and protein structure prediction and modeling. Each of the problems will be analyzed both from the biologist's and the computer scientist's point of view. Students will have the opportunity to analyze biological data and experiment with available bioinformatics tools to solve bioinformatics problems.
- 398 Honors Research (3-6)**
- 399 Scientific Writing & Presentation (2)** (*PR: JR status*) A course designed to familiarize the student with the library resources and techniques for conducting a literature search of a scientific topic. Students will receive instruction on the style and mechanics of writing a scientific review article and presenting a short seminar.
- 401 Senior Seminar (2)** (*PR: BIOL 399 or POI, and SR status*) Each student gains an in-depth knowledge of a selected current topic in biology by conducting an exhaustive search of the literature, giving an oral presentation of the results of this research, and preparing a written paper in acceptable scientific form. Instructions in each phase of study or presentation are given by the biology faculty. Majors will take the Educational Testing Services Field Test in biology as part of this course.
- 442 Directed Studies (1-9)**
- 444 Internship (1-6)** A maximum of 3 hours credit may count toward the major.
- 446 Readings (1-9)**

- 448 Research in Biology (3-6)** (PR: JR or SR status, BIOL major, minimum GPA of 2.5, and permission of the department) Independent research in one of several areas utilizing different approaches—a lab study, on-campus or off-campus studies at a biological field station or marine science lab. Students may take three to six hours during one or two semesters. Research hours cannot be terminal hours for the major.
- 450 Seminar (1-9)**
- 452 Special Projects (1-6)** (PRE: minimum 28 hours earned credit, minimum GPA of 2.25, and permission of the department and Dean) Special course projects on demand to include predominantly off-campus offerings that will necessitate students being away from campus part of the time—may be graded on regular basis.
- 458 Special Topics (1-6)** May include field studies during the May term to give students an opportunity to study plants and animals in a variety of different habitats: overseas and local field studies; terrestrial and marine environmental study on islands such as Puerto Rico, the Virgin Islands, the Galapagos of Ecuador, etc.; fish and wildlife refuges in the eastern U. S.; or paleobiological and ecological studies of the Great Plains and the desert in the Southwest.

CHEM • Chemistry

- 100 Chemistry: A Human Experience (4)** (3 hrs. lecture, 3 hrs. lab weekly • Students may not earn credit for both CHEM 100 and CHEM 101) Using common experience and issues of contemporary human life (air, water, energy sources, plastics, polymers, and nutrition) as points of departure, this course will develop fundamental chemical principles and relate those principles to personal, social, and environmental concerns. Features of this course are liberal use of in-class demonstrations, development of a set of demonstrations that could be used in a classroom, class discussion based in part on assigned media searches, and minimization of mathematics and theory. (Spring)
- 101 General Chemistry (3)** (3 hrs. lecture weekly • PR/CO: CHEM 101L) Designed to give a thorough grounding in the fundamental principles and theories of chemistry. While stress is laid upon the class behavior of the elements, descriptive chemistry and historical perspective are not neglected. (Fall)
- 101L General Chemistry Laboratory (1)** (3 hrs. lab weekly • PR/CO: CHEM 101) The laboratory work develops the student's lab technique, powers of observation, and ability to draw conclusions as it adds insight to the topics introduced in Chemistry 101. (Fall)
- 102 General Chemistry (3)** (3 hrs. lecture weekly • PR: CHEM 101-101L; PR/CO: CHEM 102L) Continuation of the study of general chemistry with introduction of kinetics, equilibria phenomenon, and organic chemistry. (Spring)
- 102L General Chemistry Laboratory (1)** (3 hrs. lab weekly • PR: CHEM 101-101L; PR/CO: CHEM 102) Once-a-week lab designed to emphasize concepts from CHEM 102 as well as continue the development initiated in CHEM 101L. The laboratory work consists of quantitative and qualitative studies of equilibria. (Spring)
- 221 Organic Chemistry I (3)** (3 hrs. lecture weekly • PR: CHEM 102-102L • CO: CHEM 221L) A study of carbon-based molecules with an emphasis placed on their structure, stereochemistry, reactions, reaction mechanisms, and spectroscopy. Coverage of functional groups includes alkanes, alkenes, alkynes, alkyl halides, and alcohols. Also introduced is multi-step synthesis involving these functional groups. The foundation of structure and reactivity prepares

- students for understanding other related fields such as biochemistry. (Fall)
- 221L Organic Chemistry I Laboratory (1)** (3 hrs. lab weekly • PR: CHEM 102-102L • CO: CHEM 221) Students are introduced to the common organic laboratory techniques used in setting up, running, and working up reactions. Also covered are techniques involving the isolation, purification, and analysis of organic molecules. Some labs are designed to teach techniques while others are used to illustrate material covered in the CHEM 221 lecture. (Fall)
- 222 Organic Chemistry II (3)** (3 hrs. lecture weekly • PR: CHEM 221-221L) A continuation of CHEM 221 in which aromatic, conjugated, carbonyl, and amine functional groups are studied in terms of their structure, stereochemistry, reactions, and reaction mechanisms. Multi-step synthesis involving reactions covered in CHEM 221 and 222 reinforces material from CHEM 221. Time permitting, biological molecules such as carbohydrates, nucleic acids, amino acids, peptides, proteins, and lipids are discussed. (Spring)
- 222L Organic Chemistry II Laboratory (1)** (3 hrs. lab weekly • PR: CHEM 221-221L; PR/CO: CHEM 222) A continuation of CHEM 221L where students practice their organic laboratory techniques on reactions that illustrate material covered in the lecture portion of the course. Lab concludes with students using techniques covered in CHEM 221L and 222L in identifying an unknown compound. (Spring)
- 258 Special Topics (1-6)**
- 311 Quantitative Analysis (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR/CO: MATH 201) An introduction to the theory and methods of quantitative analysis. Designed to fit the needs of chemistry majors, pre-medical students, and biology majors. Although volumetric methods are emphasized, gravimetric and instrumental methods also are utilized. (Fall)
- 312 Instrumental Analysis (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: CHEM 311 • PR/CO: PHYS 1510 or 1610) An introduction to instrumental analysis. Topics taken up in class and in lab normally include atomic and molecular spectroscopy (absorption, fluorescence, phosphorescence, Raman), electrochemistry (potentiometry, coulometry, voltammetry), chromatography (gas, liquid, electrophoresis) and mass spectrometry. (Spring)
- 322 Inorganic Chemistry (3)** (3 hrs. lecture weekly • PR: CHEM 222-222L) A survey of inorganic chemistry that includes a study of the electronic structure of atoms and the resultant periodicity of the elements; an introduction to coordination chemistry and ligand field theory; and a review of the descriptive chemistry of selected main group and first transition series elements.
- 322L Advanced Inorganic Chemistry Laboratory (1)** (3 hrs. lab weekly • PR/CO: CHEM 322) The laboratory work will consist of inorganic synthetic techniques, methods of purification, and methods of characterization of inorganic compounds.
- 332 Advanced Organic Chemistry (5)** (3 hrs. lecture, 6 hrs. lab weekly • PR: CHEM 222-222L) A course in the identification of organic molecules by use of both chemical and physical methods. (Alternate years)
- 342 Spectroscopy (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: CHEM 222-222L; PR/CO: PHYS 1510 or 1610) The application of spectroscopic techniques is the main focus of this course, along with the corresponding theoretical background. Course coverage includes methodologies such as infrared spectroscopy (IR), nuclear magnetic resonance spectroscopy (NMR), and mass spectrometry (MS) and how they may be employed as powerful tools in structural determination. The laboratory work will involve the student using these instruments to elucidate chemical structures. (Alternate years)

- 345 Forensic Science (3)** (PR: CHEM 222-222L) An exploration of forensic techniques that would be encountered in a typical crime lab: evidence collection, trace analysis (glass, soil, fiber, hair, etc.), latent fingerprints, ballistics, arson, drug testing, blood typing, and DNA fingerprinting. (Spring, Alternate years)
- 352 Chemistry and Art (4)** (PR: CHEM 221) Chemistry and Art explores the chemical composition, physical properties, and chemical properties of a variety of artists' materials, with emphases placed on paints, patinas, and dyes. In addition, the biochemistry of vision and color perception as well as instrumental techniques used to analyze art will be introduced. (Spring, Alternate years)
- 380 Introduction to Research (1)** (PR: CHEM 102-102L) Each student will learn the process of performing searches in the chemical literature. Projects ranging in difficulty from straightforward to complex will be assigned, culminating in a research proposal for research to be carried out during the junior/senior years. (Fall)
- 398 Honors Research (3-6)**
- 401 Physical Chemistry I (3)** (PR: CHEM 102-102L, MATH 202, and PHYS 1510 or 1610) A study of theoretical chemistry, designed to teach the understanding and use of laws of chemistry and physics. Emphasis is placed on thermodynamics. (Fall)
- 401L Physical Chemistry I Laboratory (1)** (PR: CHEM 102-102L, MATH 202, and PHYS 1510 or 1610 • CO: CHEM 401) Selected experiments investigating thermodynamic, statistical mechanical, and kinetic properties of chemical systems. Emphasis is placed on laboratory problem solving in the lab. (Fall)
- 402 Physical Chemistry II (3)** (3 hrs. lecture, 3 hrs. lab weekly • PR: CHEM 102102L; PHYS 1510 or 1610; MATH 202 • CO: CHEM 402L • RE: MATH 302) An introduction to quantum mechanics. The historical development of quantum mechanics, atomic structure, molecular structure, and spectroscopy are presented. Applications in biospectroscopy and photobiology are highlighted. (Spring)
- 402L Physical Chemistry II Laboratory (1)** (3-hr lab weekly • CO: CHEM 402) A theoretical and experimental investigation into the structures of atoms, molecules, and nanoparticles. Special emphasis is placed on atomic and molecular spectroscopy. (Spring)
- 440 Research Experience (0)** This course provides a mechanism for awarding completion of the major's research requirement for students participating in a summer research program or research internship without awarding institutional credit.
- 442 Directed Studies (1-3)** (PR: JR or SR status and permission of the department) Designed to allow the student an opportunity for individual study of topics of special interest. This may range from off-campus projects to self-paced study of advanced topics related to the student's specific goals.
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (3-6)** Considerable latitude allowed in choice of subject matter and type of approach. Ordinarily restricted to students of unusual promise who wish to undertake suitable research problems under staff guidance. Use of library as well as lab required.
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

CHIN • Chinese

- 101 Introductory Chinese I (4)** A basic course designed to develop speaking, listening, reading, and writing skills and an awareness of the Chinese culture.
- 102 Introductory Chinese II (4)** A continuation of CHIN 101.
- 201 Intermediate Chinese I (3)** A continuation of the study of the Chinese language at the intermediate level.
- 202 Intermediate Chinese II (3)** (*PR: CHIN 201 or placement*) A continuation of CHIN 201.
- 301 Chinese Composition and Conversation I (3)** (*PR: CHIN 202 or placement*) This course is designed to enhance students' oral proficiency, with additional emphases on reading comprehension and basic composition.
- 302 Chinese Composition and Conversation II (3)** (*PR: CHIN 301 or placement*) As a continuation of Chinese Composition and Conversation I, this course is for students who have studied Chinese for five semesters (or placement equivalent) and have developed a basic sense of Chinese culture and language. The objective of this course is to improve students' oral communication and writing skills.
- 341 Business Chinese (3)** (*PR: CHIN 301*) This course is designed to develop skills in the Chinese language and current practices used when conducting business in Chinese. The skills of listening, speaking, reading, and writing in Chinese will be taught and practiced in audio materials, motivating texts, and other sources in business topics in the Chinese context.
- 401 Advanced Chinese I (3)** (*PR: CHIN 302*) A high-intermediate to low-advanced level course in Chinese designed to develop skills in oral/written communication, reading ability, acquisition of vocabulary, and cultural competency. Discussions, oral presentations, and essays on material from Chinese magazine articles, short stories, and video clips.
- 402 Advanced Chinese II (3)** (*PR: CHIN 401*) The aim of this course is to help advanced level Chinese learners promote Chinese language and culture awareness from extremely wide ranges. Students will be exposed to longer Chinese articles ranging in a variety of styles. Advanced oral expression and composition are emphasized as well as strengthening reading and vocabulary. Chinese culture and literature are incorporated into every class assignment and lecture.
- 442 Directed Studies in Chinese (1-9)** (*PR: CHIN 202*) Directed independent study in Chinese on a topic approved by the department.
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

CHST • Chinese Studies

- 1110 Chinese Calligraphy (1)** An introductory course on Chinese calligraphy, the art of brush writing. Through this course, students will learn the history, basic styles, and techniques of Chinese calligraphy. It is a hands-on course for learning brush writing. Chinese culture in this respect is introduced as well. The instruction will be in English. No Chinese learning background is required.
- 4004 Readings (1-9)**
- 4005 Directed Study (1-6)**

- 4006 Seminar (1-9)
- 4007 Internship (1-6)
- 4009 Special Topics (1-6)

COLS • Collegiate Studies

- 1000 **First-Year Experience (1)** An interdisciplinary course designed specifically for freshmen to emphasize critical thinking, communication, and small group experiences. (Fall and Spring)
- 2000 **Launching Vocation, Leadership, and Service (1)** (*PR: sophomore status or above*) Designed for sophomore and junior students, this course will assist in facilitating a successful vocational and social transition from college to life after college. The primary goal for this course is to help students establish a foundation for exploring, examining, and understanding how their academic major and objectives for life after graduation align with the PC mission and prepare students “for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.” (Fall)

CRWR • Creative Writing

- 2100 **Creative Writing: Poetry (3)** (*PR: ENGL 1001, 1002, and POI • Only one course, CRWR 2100, 2200, 2300, or 2400, may count toward the ENGL major unless the student chooses the creative writing concentration*) Students will study and be involved in the process of writing poems by producing a portfolio of work. Contemporary poems will serve as models of the craft. Honest but tactful criticism of peers’ work will be expected from each student. (Fall)
- 2200 **Creative Writing: Short Fiction (3)** (*PR: ENGL 1001, 1002, and POI • Only one course, CRWR 2100, 2200, 2300, or 2400, may count toward the ENGL major unless the student chooses the creative writing concentration*) Students will study and be involved in the process of writing short fiction by producing a portfolio of work. Contemporary short stories will serve as models of the craft. Honest but tactful criticism of peers’ work will be expected from each student. (Spring)
- 2300 **Creative Writing: Creative Nonfiction (3)** (*PR: ENGL 1001, 1002, and POI • Only one course, CRWR 2100, 2200, 2300, or 2400 may count toward the ENGL major unless the student chooses the creative writing concentration*) Emily Dickinson said, “Tell the truth, but tell it slant.” Using these words of inspiration and guidance, the Creative Nonfiction class will ask students to tell their own stories through personal essays that seek the essence of the story’s truth but aren’t afraid to use the artist’s many techniques and imaginative gifts to create a work that bears the “personal stamp” of that writer/artist. Each student will build a portfolio of essays that will be analyzed through the workshop process. The class will also read and critique essays from such well-known nonfiction writers as Frank McCourt, Joan Didion, Nick Flynn, Eula Biss, Frank Conroy, Mary Karr, and Ian Frazier. (Alternate years)
- 2400 **Creative Writing: Topics in Creative Writing (3)** (*PR: ENGL 1001, 1002, and POI • May be taken more than once for credit • Only one course, CRWR 2100, 2200, 2300, or 2400 may count toward the ENGL major unless the student chooses the creative writing concentration*) This course will focus on one writing genre, such as screenwriting, novel writing, novella writing, graphic novel writing, etc. Students will study and be involved in the process of writing creatively by producing a

portfolio of work. Contemporary works in the chosen genre will serve as models of the craft. Honest but tactful criticism of peers' work will be expected from each student. (Alternate years)

2500 Special Topics (3) (PR: ENGL 1001 and 1002)

4000 Advanced Creative Writing Workshop (3) (PR: POI • Open to students majoring in English with the emphasis in creative writing or minoring in creative writing) An intensive study of the process of creative writing for advanced students. Students will work on large scale, individual writing projects (poetry portfolio, short-story collection, novel, novella, screenplay, graphic novel, etc.), as well as read extensively in their chosen genre. Honest but tactful criticism of fellow students' work in class workshops will be required from each student. (Alternate years)

4002 Special Projects (1-6)

4003 Honors Research (3-6) (PR: ENGL 1001 and 1002)

4005 Directed Studies (1-6)

4007 Internship (1-4)

4100 Creative Writing: Portfolio (3) (PR: POI • Open to students majoring in English with the concentration in Creative Writing or minoring in Creative Writing) The culmination of the major or minor in Creative Writing, this course requires extensive revision of previous creative work to compile a professional portfolio. Honest, but tactful criticism of fellow students' work in class workshops will be required from each student. (Fall)

CSC • Computer Science

1231 Introduction to Our Digital World (3) (CO: CSC 1231L1 or 1231L2) This course will introduce the student to the field of computer science. Students will learn about the history of the field, how computer science is used in overlapping fields (business, forensics, law, mathematics, networking, computations science, etc.), the terminology of the field, hardware components, problem-solving skills, ethics and societal impact, and safety and security. In the co-requisite lab component, students will obtain hands-on experience with what is being taught in class. (Fall)

1231L1 Introduction to Our Digital World Lab I (1) (CO: CSC 1231) This lab is suggested for students majoring or minoring in a science. This lab will emphasize logic and problem-solving skills through the use of the programming language "Java." Students will leave the class with a strong introductory knowledge of programming and problem-solving skills. (Fall)

1231L2 Introduction to Our Digital World Lab II (1) (CO: CSC 1231) This lab will illustrate the use of popular software applications, emphasize how computers are used in business and research, explore/use/program databases, learn web development, explore the creation of mobile applications, and cover basic programming techniques and skills.

1232 Program Design (3) (CO: CSC 1232L) Principles of program design and implementation using a modern programming language. Fundamentals of object-oriented programming include basic data types, file input/output, conditional and looping statements, subprograms, arrays and lists, recursion, threads, introduction to graphical user interface design, etc. Students must develop and demonstrate proficiency in writing and debugging programs up to an intermediate level of complexity. (Spring)

1232L Program Design Lab (1) (CO: CSC 1232) This laboratory course expands on the topics covered in CSC 1232. Students will be given programs. They must use the principles of language taught during lecture to develop a programming solution to the problem and thoroughly test their results. (Spring)

- 214 Enterprise MIS (3)** (*PR: BADM 299 • XL: BADM 314*) This course is designed to introduce the student to the ways businesses use information technologies to enhance and transform business operations and support business objectives. The key topics include enterprise applications (ERP, CRM, and SCM), web-based systems (E-Commerce, B2B, and intranets), and decision support (data mining and data warehouse). The course is intended to be a survey of the current concepts and practices related to MIS implementations in businesses. As time allows, students will also apply these concepts to hands-on labs.
- 250 Computing Methods for Science and Math (3)** (*PR: MATH 202*) Covers techniques for numerical calculations, symbolic mathematical manipulations, and graphical presentation of results using spreadsheets, symbolic math packages, and procedural programming languages. (Alternate years)
- 258 Special Topics (1-6)**
- 305 System and Network Administration (3)** (*PR: CSC 1231-1231L*) This course is a broad overview of the process of administering desktop and server computers. Operating systems will include Windows, Mac OS X, and Linux. Heavy emphasis will be placed on service management and user management in a multi-user environment. The course will also deal specifically with hardware/software installation and support. Other topics will include network topography (using the OSI model) and maintenance. (Alternate years)
- 307 3D Modeling and Animation (4)** (*PR: CSC 1231*) This course explores concepts and methodologies for creating and exploring 3D graphics and animation. This class will introduce fundamental 3D theories and principles of computer modeling and animation. The class will also explore the history, development, and theories behind modeling and animation. Essential concepts will be made concrete through a major term-long team project in which student teams will develop their own 3D models that are then used in a short animation.
- 308 Graphics Programming and Animation (3)** (*PR: CSC 1231-1231L • XL: ART 308*) This course introduces the student to programming that draws 2D or 3D images on the screen. In particular, we will study graphics packages that enable interactive drawing and animation in 2D and 3D spaces. (Alternate years)
- 311 Computer Organization (3)** (*RE: CSC 1231-1231L*) This course introduces the student to foundational mechanisms of computer architecture including Boolean and sequential circuits, assembly languages, instruction sets, internal data representations, and essential hardware components that support operating systems.
- 320 Web Design (3)** This class will provide students with the knowledge of how to create a fully functioning website. Students will learn various programming languages used in web design, including JavaScript, PHP, ASP.NET, and Ruby. Students will also be introduced to the standard markup languages, stylesheets, and how to use Flash. Finally, students will study how to make the site aesthetically pleasing in every browser while conforming to today's web standards.
- 328 Programming Languages (3)** (*PR: CSC 1231-1231L*) This course is designed to introduce the student to a variety of programming languages with the goal of studying the design of languages. This course gives particular emphasis to the differences and similarities among imperative, functional, object-oriented, and logic paradigms. Students will have hands-on assignments to illustrate language design issues and introduce them to programming in a variety of environments. (Every third year)
- 333 Database Processing and Design (3)** (*PR: CSC 1231 or BADM 299, or POI • XL: BADM 333*) This course will introduce database concepts including data modeling, normalization, database design and implementation, data

administration, and, as time allows, data warehouses and data mining. The course will include hands-on experience using commercially available database software beyond simple desktop databases. (Every third year)

- 336 **Algorithms and Data Structures (4)** (PR: CSC 1232-1232L) A thorough introduction to the analysis of computer algorithms and to advanced techniques for representing information. Analysis of algorithms involves measuring the time and space an algorithm uses, thus providing a method for comparing algorithms. Common algorithms and data structures are introduced and analyzed including search and sort methods, lists, trees, and graphs.
- 346 **Business Intelligence and Data Analysis (3)** (PR: BADM 299 • XL: BADM 346) This course surveys methods for analyzing, visualizing, and transforming business data to discover patterns that lead to predictive, diagnostic and descriptive models. The student will apply many of these methods using spreadsheets and specialized tools with hands-on projects. The course also introduces the student to data warehouse design as well as principles of data mining.
- 350 **Numerical Methods (3)** (PR: CSC 1232-1232L, and MATH 202, or POI • XL: MATH 350) A study of the use of the computer to solve mathematical problems of interest to scientists and engineers. Topics include function approximation, numerical differentiation and integration, systems of linear equations, least-squares fitting, function minimization, and Monte-Carlo methods. Special emphasis is placed on using matrix methods where appropriate. Students are expected to write several programs illustrating these topics. (Alternate years)
- 398 **Honors Research (3-6)**
- 411 **Operating Systems (4)** (PR: CSC 1231-1231L and 311) This course is an overview of the essential components of a modern operating system whose primary task is to manage the computer's hardware resources. Topics include, but are not limited to, process management, memory management, device management, file systems, and interrupt handling. As time allows, students will have hands-on experience in systems programming by writing a device driver or system call. Emphasis will be in handling concurrency inherent in much of the operating system.
- 420 **Network and Web Programming (3)** (PR: CSC 1231-1231L • RE: CSC 336) This course is designed to introduce the student to how programs communicate over a network. Particular emphases is given to sockets programming, servlets, and web services. This class is primarily a hands-on programming course involving a series of programming projects designed to practice the areas of emphasis. (Every third year)
- 425 **Software Development I (2)** (PR: CSC 1232-1232L • RE: CSC 411) A hands-on introduction to the basic concepts of software development as principles are applied to medium-sized software projects. The larger part of this course is manifested as a team project that follows a software development methodology whose result is a complete and practical software system. Students are introduced to software development tools and environments as well as various development methodologies and ethics in software development.
- 426 **Software Development II (2)** (PR: CSC 1232-1232L • RE: CSC 411) A continuation of CSC 425.
- 430 **Artificial Intelligence (3)** (PR: CSC 1232-1232L • RE: CSC 336) This course will introduce the student to a wide variety of concepts and ideas from artificial intelligence through (1) practice programming exercises; (2) readings from the text and a variety of journals; (3) interactive intelligent agents distributed through the web and other sources; and (4) lively classroom discussions. Using

various components of the course, students will conduct critical analysis of current literature and formulate their own arguments to support their view of the discipline. (Every third year)

- 432 **Theory of Computation (3)** (PR: CSC 336 and MATH 199 or 308) A survey of the mathematical foundations of what can and cannot be computed by introducing various classes of languages and their corresponding computational machines. The major categories of complexity for computation are introduced and analyzed including regular expressions, context-free languages, recursively enumerable sets, and intractable problems. (Every third year)
- 442 **Directed Studies (1-3)** (PR: JR or SR status and minimum of 9 hrs. in CSC) Course designed to allow the student to pursue a topic of special interest under the direction of a member of the department.
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

ECON • Economics

- 201 **Principles of Macroeconomics (3)** The study of basic concepts, national income determination, and the effects of monetary and fiscal policies.
- 202 **Principles of Microeconomics (3)** The study of microeconomic concepts, price theory, individual and firm choice, market structures, and distribution of income.
- 258 **Special Topics (1-6)**
- 300 **Capitalism: Its Foundations and Functions (3)** This course will provide students with a thorough understanding of a market capitalist economy by exploring its moral foundations and functions. Students will read, analyze, and discuss Ayn Rand's *Atlas Shrugged* as well as selected articles.
- 304 **Money, Banking, and Financial Markets (3)** (PR: ECON 201 and 202) A study of the nature and functions of the financial system, money, commercial banks, the Federal Reserve System, and monetary techniques and policies.
- 306 **Environmental Economics (3)** (PR: ECON 202) This course is a study of the application of economic concepts to private and public sector decision making concerning natural and environmental resources. Topics include benefit-cost analysis, intergenerational equity, externalities, public goods, property rights, valuation of environmental goods, and policy implications.
- 310 **Intermediate Microeconomic Theory (3)** (PR: ECON 201 and 202) An advanced treatment of microeconomics analysis.
- 317 **Investment Analysis (3)** (PR: ACCT 203; JR status or POI) Designed to develop a general understanding of the investment process and the particular criteria used for investment decision. Equity, bond, and derivative markets are studied. Students participate in a stock market simulation which exposes them to situations typically encountered by security analysts and investors.
- 318 **International Trade (3)** (PR: ECON 201 and 202) A study of the significance of international trade, its mechanism, and its regulation by tariffs, quotas, and governmental monopolies. The international economic position of the United States is discussed and evaluated.
- 320 **International Social Entrepreneurship (3)** This course considers basic principles and practices in Social Entrepreneurship (SE), Microfinance (MF), and Microenterprise Development (MED). Class participants will learn to

evaluate the appropriateness of SE, MED, and MF in today's international arena. A special focus will be on applied application of microfinance as a uniquely effective empowerment tool in the most poverty-stricken areas of the world. This course will be geared for practical application for students from a wide variety of disciplines and majors. MED is a relatively new academic and practitioner area of interest and this course promotes the entrepreneurial pursuit of social impact through the thoughtful adaptation of business expertise.

- 326 Comparative Economic Systems (3)** (PR: ECON 201 and 202) A comparative analytical and historical study of the principal economic systems important in the past and in the modern world. Emphasis is placed on the basic principles of capitalism and socialism.
- 327 Economics of Property Rights (3)** (PR: ECON 201 and 202) A study of property rights from philosophical, historical, and public policy points of view. The course will give special attention to the implications of property rights for economic and other freedoms and for prosperity, making use of contemporary examples and applications.
- 330 Intermediate Macroeconomic Theory (3)** (PR: ECON 201 and 202) An advanced treatment of macroeconomic analysis.
- 341 International Political Economy (3)** (XL: PLSC 341) This course examines the evolution of the international trading system, international monetary and financial system, multinational corporations, international development, and the impact of globalization, with an emphasis on the interaction of political and economic factors.
- 350 Comparative Political Economy (3)** (PR: ECON 201 or PLSC 201 • XL: PLSC 350) This course will introduce students to both the theoretical and the substantive relationship of how government policy impacts the economy. This course will cover both the developed and developing world and will examine topics such as income inequality, social protection programs, and taxation policy, in addition to other ways in which governments intervene in the marketplace.
- 398 Honors Research (3-6)**
- 411-418 Economics Abroad (3)**
- 440 Research in Economics, Senior Capstone (2)** The economic major capstone will provide a culminating experience for majors. The course will have three main objectives: to challenge students to understand and interpret contemporary economic events in the light of the theories they have learned in the prior courses, to critique current reading in economic literature, and to conduct a research project under faculty supervision.
- 442 Directed Studies (1-9)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

EDEC • Early Childhood Education

- 303 Early Childhood Education Curriculum (3)** (PR: Acceptance into Teacher Education Program) This course will provide an overview of types of programs for young children with emphases on the history of early childhood education, current trends, and issues. Other areas of focus will include analysis of classroom design, selection of appropriate materials for young children, instructional

planning, guidance, developmentally appropriate assessment and referral sources, modifications for children with disabilities, and parent/home relationships and communication.

- 304 Methods and Materials of Early Childhood Education (3)** (PR: *Acceptance into Teacher Education Program*) This course provides early childhood majors an opportunity to design developmentally appropriate instructional learning activities for young children (infancy – age 8). The course will focus on understanding and using developmentally appropriate materials and practices in content areas. Students will plan units of study that integrate curriculum areas such as literacy, math, science, social studies, health/safety, the arts, and movement. Classroom management strategies, safety considerations, diverse learners' needs, family and community connections, and the use of technology will also be addressed.
- 310 Literature for Children (3)** (PR: *EDUC 201*) This course will provide a survey of literature for children, acquaintance with outstanding authors and illustrators in the field and genres of literature, experiences in evaluating and selecting appropriate literature for children, and techniques for presenting literature to children and integrating it across the curriculum.
- 311 Emergent and Early Literacy (3)** (PR: *Acceptance into Teacher Education Program*) This course will provide undergraduate students content knowledge and experiences in developing a literacy program for young children. The content will focus on language development; cultural and linguistic diversity; appropriate strategies for fostering emergent literacy; appropriate formal learning experiences in reading, writing, speaking, and listening; and varied assessment strategies. Students will study various methods of primary grade instruction, including, but not limited to, to phonics; language experience; literature based, shared book experience; and the writing process. Students will also have opportunities to engage young children in literacy activities through field-based experiences. A minimum grade of "C" is required.
- 394 Practicum in Classroom Management and Organization (1)** (XL: *EDEL, EDMS and EDSD 394*) This practicum in classroom management and organization provides for direct involvement in the school and classroom setting during the week of preplanning and then first week of school. Students study the school context; learn effective procedures necessary for establishing, managing, and organizing a classroom; and participate in opening school experiences.
- 398 Honors Research (3-6)** (PR: *Acceptance into Teacher Education Program*)
- 408 Observation/Assessment; 409 Planning; 410 Teaching; Directed Teaching in Early Childhood Education (3, 3, 6)** (PR: *Acceptance into Teacher Education Program; SR status and successful completion of all requirements for clinical practice*) Provides for directed and closely supervised performance of student teachers in the full range of duties of classroom teachers. Regular seminars and personal conferences are an integral component of the course. A minimum grade of "C" is required to receive the College's recommendation for certification.
- 442 Directed Studies (1-6)** (PR: *JR or SR status; departmental majors and students in teacher certification programs; minimum GPA 2.75*) Designed to allow the student to pursue a topic of special interest.
- 444 Internship (1-6)** (PR: *minimum GPA 2.75*)
- 446 Readings (1-6)**
- 448 Research (1-6)** (PR: *departmental majors and students in teacher certification programs; minimum GPA 2.75*)
- 450 Seminar (3)**
- 452 Special Projects (1-6)**

EDEL • Elementary Education

- 305 Science Methods (3)** (*PR: Acceptance into Teacher Education Program*) This course focuses on the content, methods, and materials for teaching science to elementary students. Teacher candidates will use elementary science standards, developmentally appropriate pedagogies, and a variety of assessment strategies in designing, implementing, and evaluating science experiences in elementary settings. Classroom management strategies, safety considerations, family and community connections, and the use of technology will also be addressed.
- 306 Social Studies Methods (3)** (*PR: EDEC 311*) This course focuses on the content, methods, and materials for teaching social studies to elementary students. Teacher candidates will use elementary social studies standards, developmentally appropriate pedagogies, and a variety of assessment strategies in designing, implementing, and evaluating social studies experiences in elementary settings. Classroom management strategies, safety considerations, family and community connections, and the use of technology will also be addressed.
- 312 Mathematics for Elementary Teachers (3)** (*PR: EDEC 311*) This course focuses on the content, methods, and materials for teaching math to elementary students. Teacher candidates will use elementary math standards, developmentally appropriate pedagogies, and a variety of assessment strategies in designing, implementing, and evaluating mathematics in elementary settings. Classroom management strategies, safety considerations, family and community connections, and the use of technology will also be addressed.
- 313 Teaching Reading at the Elementary Level (3)** (*PR: EDEC 311 and EDMS 342*) The content focuses on effective pedagogy for early and fluent readers and writers; developmentally appropriate literacy materials and experiences; cultural and linguistic diversity; and diagnosis and remediation for struggling readers and writers. Candidates will have the opportunity to engage early and fluent readers and writers in literacy activities through field-based experiences.
- 394 Practicum in Classroom Management and Organization (1)** (*XL: EDEC, EDMS and EDSD 394*) This practicum in classroom management and organization provides for direct involvement in the school and classroom setting during the week of preplanning and the first week of school. Students study the school context; learn effective procedures necessary for establishing, managing, and organizing a classroom; and participate in opening school experiences.
- 398 Honors Research (3)** (*PR: Acceptance into Teacher Education Program*)
- 405 Observation/Assessment; 406 Planning; and 407 Teaching: Directed Teaching in Elementary Education (3, 3, 6)** (*PR: Acceptance into Teacher Education Program; SR status and successful completion of all requirements for clinical practice*) Provides for directed and closely supervised performance of student teachers in the full range of duties of classroom teachers. Regular seminars and personal conferences are an integral component of the course. A minimum grade of "C" is required to receive the College's recommendation for certification.
- 442 Directed Studies (1-6)** (*PR: JR or SR status; departmental majors and students in teacher certification programs only; minimum GPA 2.75*) Designed to allow the student to pursue a topic of special interest.
- 444 Internship (1-6)** (*PR: minimum GPA 2.75*)
- 446 Readings (1-6)**
- 448 Research (1-6)** (*PR: Departmental majors and students in teacher certification programs; minimum GPA 2.75*)

- 450 Seminar (3)
- 452 Special Projects (1-6)
- 458 Special Topics (1-6)

EDMS • Middle School Education

- 341 **Middle School Philosophy and Organization (3)** This course will explore the historical perspective of middle schools and examine current trends and issues in middle-level schooling, curriculum, and research. Effective programs and practices in the middle school are explored. A minimum grade of “C” is required.
- 394 **Practicum in Classroom Management and Organization (1)** (*XL: EDEC, EDEL and EDSD 394*) This practicum in classroom management and organization provides for direct involvement in the school and classroom setting during the week of preplanning and the first week of school. Students study the school context; learn effective procedures necessary for establishing, managing, and organizing a classroom; and participate in opening school experiences.
- 398 **Honors Research (3-6)** (*PR: Acceptance into Teacher Education Program*)
- 400 **Middle School – Language Arts Methods (2)** (*PR: EDMS 341 and 342; SR status*) A study of content-specific methodology for middle-level language arts. The course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Teacher candidates will work with middle-level language arts students, classes, teams, and teachers and will use middle-level language arts standards.
- 401 **Middle School – Social Studies Methods (2)** (*PR: EDMS 341 and 342; SR status*) A study of content-specific methodology for middle-level social studies. The course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Teacher candidates will work with middle-level social studies students, classes, teams, and teachers and will use middle-level standards, pedagogy, and assessments.
- 402 **Middle School – Science Methods (2)** (*PR: EDMS 341 and 342; SR status*) A study of content-specific methodology for middle-level science. The course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Teacher candidates will work with middle level science students, classes, teams, and teachers and will use middle-level science standards, pedagogy, and assessments.
- 403 **Middle School – Math Methods (2)** (*PR: EDMS 341 and 342; SR status*) A study of content-specific methodology for middle-level math. The course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Teacher candidates will work with middle-level math students, classes, teams, and teachers and will use middle-level math standards, pedagogy, and assessments.
- 410 **Observation/Assessment; 411 Planning; and 412 Teaching: Directed Teaching in Middle-School Education (3, 3, 6)** (*PR: Acceptance into Teacher Education Program; SR status and successful completion of all requirements for clinical practice*) These courses provide for directed and closely supervised performance in the full range of duties of a middle-school teacher. Conducted in cooperating middle schools and accompanied by conferences and seminars. Students observe, assess, plan, and teach. A minimum grade of “C” is required to receive the College’s recommendation for certification.
- 442 **Directed Studies (1-6)** (*PR: JR or SR status; departmental majors and students in teacher certification programs only; minimum GPA 2.75*) Designed to allow the student to pursue a topic of special interest.

- 444 **Internship (1-6)** (PR: minimum GPA 2.75)
- 446 **Readings (1-6)**
- 448 **Research (1-6)** (PR: Departmental majors and students in teacher certification programs; minimum GPA 2.75)
- 450 **Seminar (3)**
- 452 **Special Projects (1-6)**
- 458 **Special Topics (1-6)**

EDSD • Secondary Education

- 301 **Principles and Philosophies of Education (3)** (PR: Acceptance into Teacher Education Program) Analysis of the organizational structure, curriculum development, and social influences that shape American “secondary” education as they affect the classroom teacher.
- 302 **Methods and Materials of High School Teaching (3)** (PR: Acceptance into Teacher Education Program) Limited to those students seeking the professional teaching certificate. A consideration of current theories, methods, and materials of secondary school instruction including the development of instructional practices and materials appropriate for the secondary school and familiarization with curriculum materials. Activities and topics are individualized according to the teaching programs of those enrolled. A minimum grade of “C” is required.
- 394 **Practicum in Classroom Management and Organization (1)** (XL: EDEC, EDMS and EDEL 394) This practicum in classroom management and organization provides for direct involvement in the school and classroom setting during the week of preplanning and the first week of school. Students study the school context; learn effective procedures necessary for establishing, managing, and organizing a classroom; and participate in opening school experiences.
- 398 **Honors Research (3-6)** (PR: Acceptance into Teacher Education Program)
- 400 **Observation/Assessment; 401 Planning; and 402 Teaching: Directed Teaching in Secondary School Education (3, 3, 6)** (PR: Acceptance into Teacher Education Program; SR status and successful completion of all requirements for clinical practice) A program of supervised observation and teaching in cooperation with selected secondary schools in which opportunities are provided for the student to practice the skills of teaching. A minimum grade of “C” is required to receive the College’s recommendation for certification.
- 442 **Directed Studies (1-6)** (PR: JR or SR status; departmental majors and students in teacher certification programs only; minimum GPA 2.75) Designed to allow the student to pursue a topic of special interest.
- 444 **Internship (1-6)** (PR: minimum GPA 2.75)
- 446 **Readings (1-6)**
- 448 **Research (1-6)** (PR: Departmental majors and students in teacher certification programs; minimum GPA 2.75)
- 450 **Seminar (3)**
- 452 **Special Projects (1-6)**
- 458 **Special Topics (1-6)**

EDUC • Education

- 102 **Teacher Cadet (3)** This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. This course is open to high school students only.

- 201 Introduction to Education (3)** Extensive treatment of the social, political, economic, and philosophical influences that have shaped American education will be covered in this course.
- 202 History of Education (3)** The evolution of educational theories and philosophies with particular emphasis on their impact upon educational developments in the United States.
- 210 Meeting the Needs of Culturally and Linguistically Diverse Students (3)** This course examines approaches, methods, and techniques for teaching culturally and linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in the field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. A minimum grade of “C” is required for Education majors.
- 258 Special Topics (1-6)**
- 314 Teaching the Language Arts (3)** (*PR: Acceptance into Teacher Education Program; EDEC 310*) This course will focus on content, pedagogy, and materials appropriate for teaching the six language arts (listening, speaking, reading, writing, viewing, and visually representing) in early childhood and elementary grades (Pre-K through 6th grade). Emphasis will be on the use of foundational knowledge in language development to design and implement an integrated, balanced literacy curriculum that provides differentiated instruction for a variety of diverse learners. A field-based practicum will be required in the course. A minimum grade of “C” is required.
- 315 Foundations of Reading for Middle Level and Secondary School Teachers (3)** (*PR: Acceptance into Teacher Education Program*) This course explores theoretical perspectives about literacy development, with a focus on cognitive, sociocultural, and critical perspectives. Students explore historical trends in the study of literacy and examine the interface between research and policy. Students will also analyze current issues related to literacy instruction and their impact on middle level and secondary students. Students will apply their learning in a middle level and high school classroom by developing and implementing instructional activities that meet the needs of all learners in the content area. A minimum grade of “C” is required.
- 325 Content Area Literacy for Middle Level and Secondary School Teachers (3)** (*PR: Acceptance into Teacher Education Program; EDUC 315*) This course prepares future teachers to understand the specific literacies in their disciplines at the middle and high school levels. Students will identify challenges faced by adolescents in reading disciplinary texts and will learn a variety of strategies that help adolescents become strategic readers and develop skills needed to be literate within the discipline. The course will address reading and writing processes, using technology to enhance instruction, and a variety of literacy activities that help students make meaning from complex and varied texts and assist them in disciplinary vocabulary acquisition. Students will have opportunities to apply what they have learned in a middle level or high school classroom. A minimum grade of “C” is required.
- 350 Literacy Technology and Instruction (3)** (*PR: Acceptance into Teacher Education Program*) This course is designed to assist teacher candidates with the necessary skills to develop instructional practices that will allow them to incorporate technologies successfully into their classrooms. Projects might include web pages, web quests, computer based grade books, newsletters, book making, etc.
- 371 Introduction to Special Education (3)** This course provides an overview of research and practices in special education. Topics include disability categories, legal requirements and laws, collaborating with parents/families, identification

and assessment of students, and instructional strategies and interventions.

- 440 Capstone Seminar in Education (3)** (*PR: Acceptance into the Teacher Education Program or consent of department chair*) This course introduces students to different types of research. It provides a context for students to demonstrate their inquiry, analytical, and writing skills. Students conduct a comprehensive project or original research in the field of education and present their findings in both oral and written formats.
- 442 Directed Studies (1-6)** (*PR: JR or SR status; departmental majors and students in teacher certification programs only; minimum GPA 2.75*) Designed to allow the student to pursue a topic of special interest.
- 444 Internship (1-6)** (*PR: minimum GPA 2.75*)
- 446 Readings (1-6)**
- 448 Research (1-6)** (*PR: Departmental majors and students in teacher certification programs; minimum GPA 2.75*)
- 450 Seminar (3)**
- 452 Special Projects (1-6)**
- 458 Special Topics (1-6)**

ENGL • English

- 1001 Introduction to Composition (3)** Students will develop proficiency in composition through a focus on close critical reading and writing as a process, including planning, drafting, revising, proofreading, and editing essay drafts. (Fall and Spring)
- 1002 Introduction to Literature (3)** (*PR: ENGL 1001*) This course focuses on themes and genres across a variety of literary texts. Students will write argument-based essays on literature that incorporate secondary sources. (Spring)
- 1010 English for International Students (3)** English language course for international students with TOEFL scores between 500 and 600. It emphasizes four-skills-language development (listening, speaking, reading, and writing), as well as the critical thinking and cultural skills needed for academic success.
- 2101 Studies in Linguistics (3)** (*PR: ENGL 1001 and 1002*) A survey of the history of the English language, an introduction to modern theories of English grammar, and a rigorous review of usage rules for written English. (Spring)
- 2102 Research Methods (3)** (*PR: ENGL 1001 and 1002*) This course introduces students to the various research methods and practices used by literary and interdisciplinary scholars; guides students in identifying and evaluating secondary sources for use in research-based essays and projects; and asks students to apply these methods in various writing forms that comprise the research process (e.g., topic statement, research questions, abstract, annotated bibliography, and research-based final paper). Students may not take this course after taking the Senior Capstone course. (Spring)
- 2103 Introduction to Literary Theory and Criticism (3)** (*PR: ENGL 1001 and 1002*) A survey of major works of literary theory and criticism, beginning with classical criticism and ending with contemporary theory. Organized by historical period, the course evaluates the evolution of critical practices, emphasizing the interconnectedness of literature and theory while developing awareness of diverse methods of interpretation. (Alternate years)
- 2201 Survey of British Literature I (3)** (*PR: ENGL 1001 and 1002*) Individual works by major writers of British literature from Beowulf to 1798 are studied critically in chronological order, with some attention to backgrounds and characteristics of respective literary periods. (Fall)

- 2202 Survey of British Literature II (3)** (PR: ENGL 1001 and 1002) Individual works by major writers of British literature from 1798 to the present are studied critically in chronological order, with some attention to backgrounds and characteristics of respective literary periods. (Spring)
- 2203 Survey of American Literature I (3)** (PR: ENGL 1001 and 1002) A survey of American literature from the Age of Faith to the Age of Reason to the Romantic Age with emphases on the essays, poems, and fiction of Emerson, Thoreau, Hawthorne, Melville, and Whitman. A communication and evaluation of the history of ideas revealed in early American literature and relevant today. (Fall)
- 2204 Survey of American Literature II (3)** (PR: ENGL 1001 and 1002) A discussion and evaluation of the history of ideas in America from the Civil War to the present, including readings from Mark Twain and Emily Dickinson to Louise Erdrich and August Wilson. Realistic, naturalistic, existentialistic, modern, and contemporary thought and literature will be studied. (Spring)
- 2205 Survey of African-American Literature (3)** (PR: ENGL 1001 and 1002) This course will survey literary production by African-Americans from the mid-18th century to the late 20th century. Essays, autobiographies, speeches, poems, novels, short stories, plays, songs, and films will allow us to see the multiple ways in which African-Americans have put into words and made sense of their experiences within American society across the centuries. But such works also help us in understanding and coming to terms with significance of race (as well as class, gender, sexuality, and religion) in America's past and present. (Alternate years)
- 2206 Survey of World Literature in Translation (3)** (PR: ENGL 1001 and 1002) A survey of world literature from the origins of writing to modern times. Texts range from pre-Biblical to pre-Columbian, and include early Indian epic, classical Greek drama, medieval tales from East Asia and Western Europe, Arabic verse, and West African choral storytelling. Key themes include mythic treatment of tribal relations; lyric treatments of love; epic tales of morality and action; problems of gender and power; and the relations between religion and literature. (Alternate years)
- 2207 Survey of World Literature in English (3)** (PR: ENGL 1001 and 1002) A survey of world literature from early modernity to the contemporary. Texts may be drawn from lyric poetry, drama, testimonies, travel accounts, biography, autobiography, short stories, or novels, among others. (Alternate years)
- 2208 Survey of World Cinema (3)** (PR: ENGL 1001 and 1002) A survey of the important genres, theories, techniques, and international movements of film history. Representative films from the silent era to the present, and from America to Europe and Asia, will be covered. (Alternate years)
- 2301 The Southern Film Experience (3)** (PR: ENGL 1001 and 1002) This course surveys films made in, about, or set in the American South and that seek to capture the places, events, themes, culture, and folkways associated with this region.
- 2400 Writing Tutor Practicum (1)** (PR: ENGL 1001, 1002, POI, and selection as a writing center tutor • Offered on a pass/fail basis and may not be counted toward the ENGL major) A practical course in how to help others with writing through a writer-centered approach. Students will study methods for effective tutoring in writing with actual experience in the writing center. (Fall and Spring)
- 2500 Special Topics (3)**
- 3001 Adolescent Literature (3)** (PR: ENGL 1001, 1002, and POI • Post-1900 literature course) A survey of adolescent literature (including print and nonprint

media) and informational materials suited to the use of junior and senior high school students. Attention given to reading interests and needs of the adolescent. Also considered is the relation of the teacher to the school library program or media center and current trends in teaching with books. (Alternate years)

- 3002 The Teaching of Composition (3)** (PR: ENGL 1001 and 1002) Beginning with a brief review of grammar, the course introduces future secondary English teachers to composition theory and the teaching of writing. Students will gain practical experience in working individually with students and grading essays. (Alternate years)
- 3101 Topics in Medieval Literature (3)** (PR: ENGL 1001 and 1002 • Pre-1900 literature • May be taken more than once for credit) A survey of significant works from the medieval period, excluding Chaucer's *Canterbury Tales*. The course will focus on one unifying theme, such as Arthurian Literature, Medieval Romance, Women in the Middle Ages, et. al. (Alternate years)
- 3102 Chaucer (3)** (PR: ENGL 1001 and 1002 • Pre-1900 literature) A study of the works of England's first major poet, with special attention to the *Canterbury Tales*. The course will include collateral readings about sources for Chaucer's work and the cultural milieu of 14th century England. (Alternate years)
- 3110 Renaissance Poetry and Drama (3)** (PR: ENGL 1001 and 1002 • Pre-1900 literature) An application of Renaissance intellectual history to the study of the overreacher and the Petrarchan and Ovidian love traditions in 16th- and 17th-century English poetry and non-Shakespearean drama. (Alternate years)
- 3111 Shakespeare (3)** (PR: ENGL 1001 and 1002 • Pre-1900 literature) A critical study of representative histories, comedies, tragedies, and romances, with emphasis on Shakespeare's development as a dramatic artist. (Fall)
- 3120 18th Century Poetry and Prose (3)** (PR: ENGL 1001 and 1002; 2000-level literature course or POI • Pre-1900 literature course) An examination of the chief works of Dryden, Swift, Pope, Johnson, and others against the background of 18th-century society and thought. Collateral reading; term project. (Alternate years)
- 3130 Poetry and Prose of the Romantic Period (3)** (PR: ENGL 1001 and 1002; 2000-level literature course or POI • Pre-1900 literature course) An examination of the chief poems and essays of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, Wollstonecraft, and De Quincey. Collateral reading; critical essays and analyses. (Alternate years)
- 3131 The English Novel to 1900 (3)** (PR: ENGL 1001 and 1002 • Pre-1900 literature) A study of the English novel from its emergence in the 18th century through its eminence in the 19th century, including such novelists as Fielding, Richardson, Austen, the Brontës, Dickens, Eliot, Hardy, and others. (Alternate years)
- 3132 The Victorian Age (3)** (PR: ENGL 1001 and 1002; 2000-level literature course or POI • Pre-1900 literature) An examination of the chief writers and their work against the background of 19th century life and thought, including Tennyson, Browning, Arnold, Ruskin, Carlyle, Mill, the Rossetts, Morris, Wilde, and others. Critical essays and analyses. (Alternate years)
- 3201 The American Renaissance (3)** (PR: ENGL 1001, 1002, and 2203 • Pre-1900 literature) A comprehensive survey of the literary flowering of 1850-1855 that produced the transcendentalist poetry and prose of Emerson, Thoreau, and Whitman and the novels of Hawthorne and Melville. (Alternate years)
- 3301 The Modern British and American Novel (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) A critical survey of the development of the novel in the 20th century, focusing on major authors. The reading list is determined from the following authors of the Modern Period: Forster, Joyce, Conrad, Woolf,

- Lawrence, Faulkner, Hemingway, and Fitzgerald. Post WWII and postmodern authors represented may include Ellison, Morrison, Pynchon, M. Amis, Fowles, Flannery O'Connor, Bellow, and Barth. (Alternate years)
- 3302 Modern Poetry (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) A survey of modern British and American poets, with particular attention to W.B. Yeats, T.S. Eliot, and Robert Frost. Collateral readings and selected analyses. (Alternate years)
- 3360 Southern Literature (3)** (PR: ENGL 1001, 1002, and POI; ENGL 2203 for English majors/minors or SOST 205 for Southern Studies minors • XL: SOST 314 • Post-1900 literature course) A survey of significant Southern writing from Colonial days to the present. Particular attention will be paid to the writers of the 20th century. (Alternate years)
- 3361 Appalachian Literature (3)** (PR: ENGL 1001, 1002; ENGL 2203 for English majors/minors or SOST 205 for Southern Studies minors; POI • XL: SOST 315 • Post-1900 literature) A survey of Appalachian fiction, poetry, and drama from the 1920s to the present, focusing on cultural identity, landscape, musical and religious heritage, regionalism, and migration experiences. (Alternate years)
- 3362 Southern Jewish Literature (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) This course examines works by Jewish authors who are natives or transplants to the American South but who, in either case, consider the South their home. This “braided” community—Jews, Christians, Southerners, Americans—helps us understand the South to be far less homogeneous than otherwise imagined. Selected authors covering an array of literary genres include Uhry, Kushner, Greene, and Mirvitz. (Alternate years)
- 3370 Women’s Literature (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) A critical study of American and British women writers, which may examine the following themes: myths of the female, the woman artist, the female bildungsroman, love and friendship, communities of women, women and war, women’s place in the nation, and female spirituality. (Alternate years)
- 3371 Women’s World Literature (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) A complement to ENGL 3370. An introduction to women’s literature written by artists from across the globe (including Africa, the Middle East, Asia, and Latin America) which focuses on texts composed after 1900. (Alternate years)
- 3372 Southern Women’s Writing (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) This course examines how modern and contemporary women writers represent and imagine the South in their texts—including, novels, short stories, autobiographies, and poems—and, in doing so, how they illuminate the dynamic of race, ethnicity, gender, class, and sexuality within 20th and 21st century Southern society. (Alternate years)
- 3380 Holocaust Literature (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) This course will examine the intentional destruction of European Jewry through a variety of literary forms: memoir, fiction, poetry, and film. Selected authors include Levi, Spiegelman, Kosinski, Applefeld, and Borowski (Fall, odd years)
- 3500 Film and American Culture (3)** (PR: ENGL 1001 and 1002) A study of the way in which social, political, economic, and cultural forces in America have influenced or been depicted by or in American film. Selected directors whose films will be viewed include Griffith, Chaplin, Hitchcock, Altman, Levinson, Tarantino, and others. (Alternate years)
- 3510 Silent Film (3)** (PR: ENGL 1001, 1002, and POI) A survey of film’s formative years, from the Edison kinetoscopes of the 1890s to the international flowering of the 1920s, focusing on thematic trends, development of genres, and increasing

complexity of film grammar. Directors whose works we will study will include Griffith, Eisenstein, Vidor, Lang, Chaplin, Murnau, Gance, and von Sternberg. (Alternate years)

- 3511 Film Noir (3)** (PR: ENGL 1001, 1002, and POI) A survey of the classic era (1941-1958) of Film Noir, examining the literary and cinematic influences, visual style, and psychological and gender issues present in the Noir canon. We will also examine the resurgence of Noir during the decades on either side of the Millennium. (Alternate years)
- 3520 Postcolonial Literature and Film (3)** (PR: ENGL 1001 and 1002 • Post-1900 literature) This course focuses on regions of the world that, in the mid-20th century, gained political independence after years of colonial rule (Southeast Asia, Africa, the Caribbean) and explores the rich hybridity of the literature and cinema they have produced in the past half-century. Questions raised by globalization, transnationality, and diasporic identity will also be addressed. (Alternate years)
- 3600 Practicum in the Writing Center (1)** (PR: ENGL 1001, 1002, and 2400 • May be taken more than once for credit; offered on a pass/fail basis and may not count toward the English major) A practical course in helping other students with writing through a writer-centered approach. The course includes mentoring beginning tutors, tutoring writers, and working on projects in the Writing Center. (Fall and Spring)
- 3650 Advanced Writing (3)** (PR: ENGL 1001 and 1002) A study of the advanced rhetorical strategies that inform a variety of writing styles, with particular emphasis on academic writing. Students will write several essays, revise them regularly, and assemble a final portfolio of their best written work. (Alternate years)
- 4002 Special Projects (1-9)**
- 4003 Honors Research (3-6)** (PR: ENGL 1001 and 1002)
- 4004 Readings**
- 4005 Directed Studies (3)** (PR: ENGL 1001 and 1002) Readings and research on a topic proposed by the student and approved by the Department of English.
- 4006 Seminar**
- 4007 Internship (1-3)** (May not be counted toward the English major) Internships in publishing, journalism, and related fields must be approved by the student's adviser.
- 4008 Research (1-6)**
- 4009 Special Topics (1-6)**
- 4100 Senior Capstone in English (3)** (PR: ENGL 1001 and 1002; POI; SR status or consent of the department) Readings in literature selected by the English faculty. Course uses a seminar format in which students engage in discussion, conduct original research on a topic of their choice, and present to the class their findings in both oral and written reports. Stresses students' skills in analysis, research, and communication. (Fall and Spring)

ENVI • Environmental Studies

- 442 Directed Study (3)**
- 444 Internship (1-6)**
- 446 Readings**
- 448 Research (1-6)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

FREN • French

- 101 Introductory French I (4)** A basic course designed to develop speaking, listening, reading, and writing skills and an awareness of francophone culture.
- 102 Introductory French II (4)** (*PR: FREN 101 or placement*) A continuation of FREN 101.
- 151 Accelerated Introductory French (4)** An accelerated course for students with previous study of French. Continues the development of fundamental skills with an emphasis on speaking and comprehension. Credit cannot be received for both FREN 151 and 102.
- 201 Intermediate French I (3)** (*PR: FREN 102, 151, or placement*) A study of French civilization with grammar review, pronunciation, and aural comprehension practice.
- 202 Introduction to French Studies (3)** (*PR: FREN 201 or POI*) This course explores the various cultural artifacts of France and francophone nations from the past and the present day, focusing specifically on those artifacts that speak to traditional—or imagined—notions of “Frenchness” in and outside of France. Drawing from a wide variety of areas such as literature, history, cinema, popular music, fashion, gastronomy, sports, and the media, students will be asked to understand, interpret, and analyze the ways in which France has had to re-define what it means to be French in the global, multicultural realities of the 21st century. Assignments will focus on strengthening the student’s oral and written skills in the target language.
- 258 Special Topics (1-6)**
- 301 Advanced French Composition and Conversation I (3)** (*PR: FREN 202*) An advanced course designed to develop oral and written proficiency in French. Continues the acquisition of language skills through discussions, oral presentations, and essays based on readings about contemporary France.
- 302 Advanced French Composition and Conversation II (3)** (*PR: FREN 301*) A continuation of FREN 301.
- 322 Introduction to French Cinema (3)** (*PR: FREN 202 or POI*) A survey of the history of French cinema from the silent era to the present day. Important genres, theories, and techniques from all periods will be covered. Emphasis will be placed on the most representative French cinematographic schools and auteurs throughout history, including Truffaut and the nouvelle vague and Malle and the cinéma engagé.
- 333 Introduction to Literary Appreciation (3)** (*PR: FREN 301 and 302*) An introduction to the vocabulary and techniques of literary criticism and to the nature of the main literary movements.
- 343 French Apprenticeship (3)** (*PR: FREN 302 and consent of the department*) Students observe beginning language classes and eventually teach segments of the course and prepare audio-visual materials and tests under the close supervision of the first-year teacher.
- 391 Advanced Grammar and Phonetics (3)** (*PR: 3 hrs. at 300 level*) A study of French grammar, syntax, and phonetics designed to address the difficulties encountered by the advanced students seeking to perfect their mastery of the language. (Alternate years)
- 398 Honors Research (3-6)** (*CO: FREN 440*)
- 401 French Literature before 1600 (3)** (*PR: FREN 333*) A survey of French literature in the Middle Ages and the Renaissance. (Alternate years)
- 402 17th Century French Literature (3)** (*PR: FREN 333*) An examination of French classicism and the relationship of literature to painting, architecture, and music. (Alternate years)

- 403 **18th Century French Literature (3)** (PR: FREN 333) The history of the Enlightenment in France through the works of Montesquieu, Voltaire, Diderot, Rousseau, and Beaumarchais. (Alternate years)
- 404 **19th Century French Literature (3)** (PR: FREN 333) A study of the major literary movements in France during the 19th century including romanticism, realism, symbolism, and naturalism. (Alternate years)
- 405 **Contemporary French Drama and Poetry (3)** (PR: FREN 333) A survey of representative modern French poetry and theatre. (Alternate years)
- 406 **French Novel: 20th Century (3)** (PR: FREN 333) A study of major authors and new developments in the novel during the 20th century. (Alternate years)
- 410 **French Civilization (3)** (PR: 3 hrs. at 300 level) A study of French civilization from prehistoric times to the present with emphasis on geography, history, social structure, and artistic contributions of the society. (Alternate years)
- 440 **Senior Capstone in French (1)** (PR: JR or SR status) The Senior Capstone in French assesses overall knowledge of the French language and the culture and civilization of the French-speaking world. As a form of summative assessment of oral and written skills in the French language, the capstone project integrates communicative, linguistic, and intercultural competence.
- 442 **Directed Study in French (3-9)** (PR: French majors who have completed FREN 301, 302, 333, and at least six additional hours beyond FREN 202) Readings and research on a topic approved by the department.
- 444 **Internship**
- 446 **Readings**
- 448 **Research**
- 450 **Seminar**
- 452 **Special Projects**
- 458 **Special Topics in French (1-6)** (PR: FREN 202) Directed independent studies in areas of French civilization or foreign language teaching methods on topics approved by the department.

GEOG • Geography

- 301 **Geography of the Developed World (3)** A survey of the technologically advanced nations emphasizing the resources, cultural characteristics, and economic activities of each region. (Alternate years)
- 302 **Geography of the Less Developed World (3)** A regional survey of the less technologically advanced nations emphasizing the problems of economic developments and socio-demographic patterns. (Alternate years)

GERM • German

- 101 **Introductory German I (4)** A basic course designed to develop speaking, listening, reading, and writing skills and an awareness of German culture.
- 102 **Introductory German II (4)** (PR: GERM 101 or placement) A continuation of GERM 101.
- 201 **Intermediate German I (3)** (PR: GERM 102 or placement) A continuation of GERM 102 with increased emphasis on German civilization, aural comprehension, and conversation.

GREK • Greek

- 301 Elementary Greek I (3)** Foundational studies of the Hellenistic Greek of the New Testament. Emphasis on vocabulary building, rules of grammar, and syntax. Regular translation of Greek to English and English to Greek required. (Alternate years)
- 302 Elementary Greek II (3)** (PR: GREK 301) A continuation of GREK 301.
- 401 Advanced Greek I (3)** (PR: GREK 302) Concentrates on reading selected texts from the New Testament to improve facility with the language and understanding of more advanced points of grammar and syntax. (Alternate years)
- 402 Advanced Greek II (3)** (PR: GREK 401) A continuation of GREK 401.
- 442 Directed Studies (1-6)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

HEBR • Hebrew

- 261 Biblical Hebrew I (3)** An introduction to the grammar, syntax, and vocabulary of Biblical Hebrew. (Alternate years)
- 262 Biblical Hebrew II (3)** (PR: HEBR 261) A continuation of HEBR 261. (Alternate years)
- 442 Directed Studies (1-6)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

HIST • History

- 1100 Rise of World Cultures and Ideas (3)** A study of the emergence and development of great ideas and cultures in the ancient and medieval eras.
- 1101 Introduction to the Modern World (3)** A study of the development of great ideas and cultures of the modern era.
- 2200 American History I (3)** An account of the political, economic, military, diplomatic, religious, and social development of the United States from the founding of the colonies to c. 1865.
- 2201 American History II (3)** A continuation of the study of the United States from 1865 to the present.
- 2400 Ancient and Medieval Europe (3)** This course will explore the major events, transitions, and junctures in Europe to c.1500. The course will emphasize the origins of western institutions and values such as democracy and Christianity. Key areas of study include the ancient Middle East, Greco-Roman culture, medieval life and culture, the Renaissance, and the Reformation.
- 2401 Modern Europe (3)** This course will explore the major events, transitions, and historical junctures in Europe since 1500. The course will emphasize Europe's interaction with the world, as well as the rise and fall of large European imperial

projects. Key areas of study include the Enlightenment, European revolutions, the development of democracy, and the World Wars.

- 2800 Encounters Afar (3)** Offered during the spring semester, this course involves students in an intensive study of a particular city's or region's history. The course culminates in a one-week study tour of the designated locale during Spring Break. (Extra fees for travel may apply.)
- 3210 Colonial and Revolutionary America (3)** This course studies important themes in early North America, including the colonial era, the American Revolution, and the establishment of the new nation.
- 3211 Young America (3)** This course studies issues confronting a new nation, including the rise of democracy, the exploration of the frontier and westward expansion, slavery and the South, benevolence and reform, and sectionalism and the Civil War.
- 3212 Emergence of Modern America, 1865-1920 (3)** This course studies the evolution of the United States from Reconstruction to the end of the First World War.
- 3213 Modern America, 1920-Present (3)** This course studies the development of the United States from the end of the First World War to present day.
- 3240 History of the South (3)** This course is a survey of the history and culture of the South from the period of early settlement to the present. Special attention will be given to the Old South, the institution of slavery, the Civil War and Reconstruction, the New South, the Civil Rights movement, and the South in the Modern Era.
- 3241 Women in American History (3)** This course will introduce students to major themes in American women's history. It will examine the lives of women as workers, as family members, and as active participants in the public arenas of voluntary association and political activism. It will further explore the diversity of women's experiences in terms of race, religion, class, and ethnic identity while also touching on the lives of specific notable women in American history.
- 3242 U.S. Diplomatic History (3)** This course is a survey of American foreign relations from 1890 to the present. Particular emphasis is given to America's emergence as a global power and the Cold War.
- 3243 American Military History (3)** This course is a survey of the military history of the United States from its European backgrounds to the contemporary age.
- 3244 Religion in America (3)** (*XL: RELG 355*) This course is a survey of the American religious experience from colonial times to the present, with particular emphasis on the interaction of religion and American life.
- 3245 African-American History (3)** This course is an examination of the African-American contribution to the life of the American people from the period of slavery to the present. (Alternate years)
- 3270 Topics in American History (3)** (*May be taken more than once for credit*) This course is a study of a particular event, theme, or era within American history. Previous offerings include the American Revolution, JFK Assassination, the Civil War, 1960s America, the Vietnam War, and Native American History.
- 3410 Medieval England and France (3)** This course compares the stories of the rise of England and France as medieval, Christian monarchies, emphasizing the career of Charlemagne, Anglo-Saxon Christian culture, and the rivalry that emerged between the kingdoms following 1066.
- 3411 Tudor and Stuart England (3)** This course examines the upheaval and change that occurred in England in the 16th and 17th centuries when religion and politics created crises that altered the course of English history and produced a Protestant and constitutional monarchy that was poised for leadership on the world stage.

- 3412 Modern Britain (3)** This course will explore the modern history of Britain, including Wales, Scotland, and Ireland. The course will emphasize the importance of the British Empire to modern Britain, and will explore the key political, social, and cultural events that shaped the modern era. The course will begin in the Georgian era and finish with the rise of neo-liberalism and globalization in Britain.
- 3413 The Soviet Union: Terrible Greatness (3)** This course follows the grand and brutal socialist experiment that began with the Russian Revolution in 1917 and ended in the dissolution of the Soviet Union in 1991. Special focus will be on the contrast between utopian visions of a glorious communist future and the harsh Soviet reality of the gulags and the terror of the secret police.
- 3414 Germany: The Restless Nation (3)** This course explores the history of Europe's most restless nation between 1871 and 2000. The course will pay close attention to Germany's delayed formation as a nation state, the legacy of WWI and the rise of Nazism, the impact of WWII, and the successful re-integration of Germany into the Western world after 1945.
- 3415 History of Scotland (3)** This course is a survey of the history of Scotland from earliest times to the 18th century. Principle themes of the study include how the Scottish interacted with the greater European world and in particular with England, and how the Christian tradition developed culminating in the Presbyterian Church.
- 3416 History of Ireland (3)** This course is a survey of the history of Ireland from the age of St. Patrick to the struggle for independence. Principle themes of the course include religion and culture, colonization and national identity, and crisis and immigration.
- 3440 Greeks, Romans, and Barbarians (3)** This course studies the contributions of the Greeks and Romans to the West and how Greco-Roman culture was preserved or altered by post-Roman peoples.
- 3441 History of Christianity (3)** (*XL: RELG 357*) This course is a historical survey of Christianity from its beginnings to the present. Particular emphasis is on the development of Christian thought and its expression in the Church.
- 3442 Renaissance and Reformation (3)** This course studies the Renaissance and the Protestant and Catholic Reformations as transformational events that matured Europe out of its medieval past towards the modern era.
- 3443 French Revolution (3)** This course examines the origins, course, and impact of the French Revolution of 1789. It covers the Enlightenment scholars' challenge to the abuses of absolutist France under Louis XVI, the high aspirations of the early revolutionaries, the descent into the Terror, and Napoleon's takeover of the Revolution in 1799. Special focus will be on the commemoration and changing meaning of the event over time.
- 3444 World War II in Europe: History, Experience, and Memory (3)** This course will focus on the military, political, economic, and social dimensions of the war in Europe and the USSR. Topics and themes include: Hitler's war aims, the uses of propaganda, civilian mobilization and "total" war, racial policies and genocide, and the collaboration and resistance of civilians under Nazi occupation. The course will conclude with a survey of the ways in which the war has been, and continues to be, commemorated and debated in the European countries that took part in the war.
- 3445 The Holocaust (3)** This course will analyze the major events and the popular memories of the Holocaust. Using memory studies as well as history, the course will cover not only the development of nationalist politics, anti-Semitism and racism within Germany, but how different social groups remember, interpret, and communicate this traumatic period.

- 3470 Topics in European History (3)** (*May be taken more than once for credit*) This course is a study of a particular event, theme, or era within European history. Previous offerings include Global Environmental History, Comparative Fascism, The Byzantine Empire, History of Sexuality, and World War II in the Pacific.
- 3610 History and Philosophy of Traditional China (3)** (*XL: PHIL 361*) This course examines the history and philosophy of China from early times through the late Qing dynasty (1700). Special emphasis will be placed on China's significant philosophical heritage, including such pivotal philosophers as Confucius, Mencius, Laozi, Chuangzi, Mozi, and Sunzi.
- 3611 Modern China and East Asia (3)** This course is a survey of historical developments and politics of China in the 19th and 20th centuries, particularly in the period since 1949. Briefer treatment of recent histories and contemporary politics of Japan and Korea will be included.
- 3612 History of India (3)** This course is a survey of the history and culture of India from ancient times to the present with emphases on the basic institutions of Indian life, the influence of British colonialism, and India's experience since independence.
- 3613 The Middle East from Muhammad to Napoleon (3)** This course is a survey of Middle Eastern History from the rise of Islam through the arrival of Napoleon in Egypt in 1798. This course explores the culture and history of the Islamic world with particular focus on the evolution and spread of Islam from the 7th century onward. Special focus is also given to the roles of women and religious and ethnic minorities in the region throughout this period.
- 3615 Colonial Latin America (3)** This course is a broad survey of the political, economic, social, and cultural aspects of colonial Latin American history from the arrival of Columbus to independence throughout the region. Themes explored in this course include new cultural encounters, conquest, religion, economic development, labor, and independence.
- 3616 Modern Latin America (3)** This course is a broad survey of the political, economic, social, and cultural aspects of Latin American history since independence. The course highlights the historical similarities and differences within the region, as well as the area's achievements and enduring problems.
- 3617 History of Japan (3)** This course explores the history of Japan from its origins through the late 20th century. Particular attention will be focused on the Meiji reform period of the late 19th century, and Japan's rise to global power between the World Wars.
- 3618 History of the Modern Middle East and North Africa (3)** This course explores the modern history of the Middle East and North Africa from the arrival of Napoleon in 1798 through the first Gulf War. Particular emphases will be placed on the impact of European imperialism and the rise of nationalism in the 19th century, the emergence of modern Turkey and Egypt, the origins and legacy of the Arab-Israeli conflict, decolonization in French and Italian North Africa, the role of oil in the region, the impact of the Iranian Revolution, and the legacy of the first Gulf War.
- 3640 Gender and Family in Chinese History (3)** This course explores the familial and gender roles that have dominated Chinese society since traditional times. Consideration will be given to the historical influence of Confucianism, and primary emphasis will be placed on the 20th-century intellectuals who have sought to reform these traditionally conservative elements of Chinese society.
- 3641 Violence and Terror in Modern History (3)** This course will pursue a comparative examination of violence and terror in modern history. The class will explore the use of violence and terror in modern conflicts as well as the means

through which marginal political and religious groups (Irish Republican Army, PLO, and al Qaeda) have used violence and terror to call attention to their respective causes.

- 3642 Race, Gender, and Power in Latin America (3)** This course examines how women, Indians, Africans, and mixed race peoples shaped the course of Latin American history. Students will study various historical movements and actors including the slave turned Haitian revolutionary Toussaint L'Ouverture, the brilliant 17th century nun Sor Juana Ines de la Cruz, and the cunning first lady of Argentina Eva Peron.
- 3643 The History of Mexico: Empire through Revolutions (3)** This course examines the political, social, economic, and cultural history of Mexico, beginning with independence from Spain and ending with discussions on immigration and the drug wars.
- 3644 Indigenous Politics in Latin America (3)** This course examines the history of the indigenous political movements in Latin America. Students will learn how governments contended with their indigenous constituencies, what tools indigenous peoples used to mobilize politically, and the ways in which ethnicity has shaped political participation in Central and South America, the Caribbean and Mexico.
- 3645 History of U.S.-Latin America Relations (3)** This course is an introduction to the history of relations between U.S. and Latin America. It will analyze the U.S.'s various military and political interventions in the region, as well as ideas of race, cultural and economic imperialism, and nationalism.
- 3670 Topics in Areas Studies History (3)** (*May be taken more than once for credit*) A study of a particular event, theme, or era within Area Studies. Previous offerings include History of the South Pacific, The Jesuits in Asia, Revolutions in Latin America, Slavery and Abolition in the Americas, etc.
- 4000 Senior Seminar Prerequisite (3)** (*PR: POI*) This course runs concurrently with a 3000-level course and serves as a content-based prerequisite for HIST 4001.
- 4001 Senior Seminar (3)** (*PR: JR or SR status; HIST major; POI*) This course consists of readings, discussion, and oral and written reports on a topic selected by the department faculty.
- 4002 Introduction to Historiography (3)** This course will introduce students to the various approaches historians have taken to understanding and interpreting the past. The course will emphasize the various perspectives and goals of historians, with an emphasis on those developed in the 20th century. Though it is intended primarily to prepare students for further studies in history and the humanities, it will be of value to all history majors.
- 4003 Honors Research (3)**
- 4004 Reading (1-3)** (*PR: JR or SR status; Minimum GPA = 2.75*) Reading is designed for students desiring better grounding in the literature of an area of historical study. Hours earned in Reading may be applied to the elective credits of the history major or minor by permission of the department. A maximum of three credit hours of HIST 4003, 4004, 4005, or 4007 can be taken in a semester, and a maximum of six credit hours in HIST 4004, 4005, and 4007 may be applied to the history major or minor.
- 4005 Directed Study (3)** (*PR: JR or SR status; Minimum GPA = 2.75*) Directed Study is designed for students interested in pursuing additional study in an area of the student's choosing. Each directed study will culminate in a research paper or its equivalent. Students must have a GPA of 2.75 or better. Hours earned in Directed Study may be applied to the elective credits of the history major or minor by permission of the department. A maximum of three credit hours of

HIST 4003, 4004, 4005, or 4007 can be taken in a semester, and a maximum of six credit hours in HIST 4004, 4005, and 4007 may be applied to the history major or minor.

4007 Internship (3) Internships must have a history component in order to receive credit as HIST 4007. Hours earned in Internship may be applied to the elective credits of the history major or minor by permission of the department. A maximum of three credit hours of HIST 4003, 4004, 4005, or 4007 can be taken in a semester, and a maximum of six credit hours in HIST 4004, 4005, and 4007 may be applied to the history major or minor.

4009 Special Topics (1-6)

IENG • Intensive English

1001 Intermediate Listening and Speaking (3) The focus of this course is developing aural and spoken English skills and knowledge for academic and social situations. Students will improve their listening and speaking abilities in the classroom through group and pair activities, pronunciation practice, and project work. Opportunities to interact with native English speakers outside of the classroom are presented and encouraged through assignments of conducting surveys and interviews, keeping a listening log, and structured conversations in a Conversation Partner Program, which pairs IEP students with traditional PC students.

1002 Intermediate Reading (3) The focus of this course is building reading skills and strategies needed to understand and discuss short articles, as well as longer reading assignments including textbook chapters likely to be found in post ESL courses. These skills include improving reading rate, building comprehension, and expanding a student's vocabulary. This course also focuses on developing the skills required for success in the classroom: managing time effectively, adjusting learning styles, producing spoken and written summaries, note taking, etc.

1003 Intermediate Writing (3) The focus of this course is gaining fluency and confidence in written communication and becoming comfortable as writers. Students will explore and apply the writing process, including brainstorming, organizing, writing drafts, proofreading, and revising. The process of writing multiple drafts through revision will be applied to three 24-page essays. Weekly one page reaction papers will also be used to develop fluency and to lessen anxiety about the writing process. Instruction will also be given on how to write formal emails. Students will develop and maintain an electronic portfolio.

1004 Intermediate Grammar (3) The focus of this course is using acceptable and appropriate grammar with speaking/listening and writing. Students will review grammatical structures of the English language through dialogues, interviews and short presentations, as well as various readings. Grammar will be presented as a system to help students understand the patterns of the language and students will be expected to be able to discuss grammatical issues as well as identify and correct grammatical concerns in their and their peers speaking and writing.

1005 Intermediate Content (1) This course takes an integrated skills approach to explore the topic of service learning. Students will study the history of volunteerism in the US, South Carolina, and Clinton. Service learning opportunities on and off campus will be provided to enable students to utilize their English skills in real-life situations. Writing assignments will include an online weekly journal to chronicle students' thoughts and reflections on their experiences. Students will also give short oral reports to the class on their

experiences, including successes and difficulties experienced (e.g., dialect) and how those experiences affected the students. Reading and vocabulary quizzes will also assess student progress.

- 1006 American English Pronunciation (1)** The focus of this course is improving English pronunciation with an introduction to U.S. accent variations and other factors influencing cross-cultural communication. Students will identify individual pronunciation features such as specific sounds, stress, intonation, rhythm, etc. Students will work to achieve greater comfort and clarity with spoken English. This course can be retaken multiple times.
- 1011 High Intermediate Listening & Speaking (3)** The focus of this course is learning and strengthening the skills of conversation and discussion often used on the campuses of North American colleges and universities. Students will more fully develop awareness of different academic and social situations which will require different levels of politeness and personal attention. Activities will include a reflective listening journal, note-taking, and short 57 minute in-class presentations/speeches. Students will also observe, reflect on and report on courses in their major.
- 1012 High Intermediate Reading (3)** The focus of this course is developing specific strategies for improving reading comprehension and rate by using authentic materials: media and college related texts. Academic vocabulary development will be an important component of the class so that the students are better able to understand more complex written information. Through on campus interviews and discussion groups, students will understand the norms and expectations of the U.S. academic environment. Students will be in reading groups with US students and/or PC faculty & staff, and will submit a running journal of the meetings.
- 1013 High Intermediate Writing (3)** The focus of this course is on improving academic writing skills needed to write more structured and complex essays in English. This course will guide students from formulaic writing to more comprehensive writing by developing skills to express arguments clearly and with strong support. Writing with library and Internet research using direct citations and APA formatting will be guided through instruction. Other components of the course include timed writings, peer evaluations, and the development of an electronic portfolio.
- 1014 High Intermediate Grammar (3)** The focus of this course is improving knowledge and use of written grammar as it applies to North American colleges and universities. It will build on the knowledge and skills taught in IENG 1004. Through various readings and the students' own writings, various grammatical structures will be explicitly examined, practiced, and applied. Topics will include, but not be limited to, verb usage, sentence structure, clause formation, and singular/plural agreement.
- 1015 High Intermediate Content (3)** This course takes an integrated skills approach to explore the topic of the American South. Students will learn about artistic, musical, theatrical, culinary, agricultural and/or other aspects of American culture. They will also contribute to the ongoing development of the Textile Mills Memory Project (TMMP), an archive of artifacts surrounding the Mills in Laurens County, South Carolina. In addition to more traditional assignments, students will produce a research paper on some component of textile mill culture in rural South Carolina.
- 1021 Advanced Listening & Speaking (3)** The focus of this course is developing high level listening and speaking skills which are integral to participating in North American college classrooms, both within the class as a whole and within groups

and pairs. Students will focus on improving group discussion, oral presentation, and pronunciation skills drawing on the vocabulary and content of their majors. Development and use of professional looking PowerPoint/Prezi presentations will also be covered.

- 1022 Advanced Reading (3)** The focus of this course reading at an advanced level through an integrated skills content based design. Thus students will strengthen the development of college level reading skills to allow not only the successful navigation of readings in academic courses, but also to write about and discuss those readings in different modes as well. Students will work with an authentic textbook and supplemental materials to explore various text modes, strategies of understanding, and methods of meaning negotiation. Online discussions and readings will also be used to explore current issues.
- 1023 Advanced Writing (3)** The focus of this course is to enable students to write proficiently and confidently at a level equal to first year American college students. Students will complete three to four essays of 46 pages, each representing those most frequently written by college students (e.g., compare/contrast, definition, rhetorical analysis). They will learn specific organizational strategies and elements of style which match North American academic expectations. Writing with library and Internet research using direct citations, paraphrasing, and MLA formatting will be covered through direct instruction. Multiple revisions will be complemented by conferences with the instructor, Writing Center tutors, and peer editing, as well as the development of an electronic portfolio.
- 1024 Advanced Grammar (3)** The focus of this course is to reinforce and expand upon the grammatical structures covered in IENG 1014 so as to further strengthen students' abilities to write in a coherent and proficient manner. Students will learn how skillful grammar use not only adds clarity to one's writing, but also increases fluency, style, and scope. Particular emphasis will be placed on self and peer review to enable students to become independent editors of their own writing.

INTL • International Studies

- 258 Special Topics (1-6)**
398 Honors Research (3-6)
440 Senior Capstone in International Studies (1)
444 Internship (1-6)
452 Special Projects (1-9)
458 Special Topics (1-6)
480 Study Abroad

LAST • Latin American Studies

- 318 Political Violence and Culture in Latin America (3)** (*PR: SPAN 300 or POI • XL: SPAN 318*) The 20th century saw Latin America preoccupied by the struggle over socialism and communism. This course will examine cultural representations of this struggle through film and short stories. Films will have subtitles and short stories will be available in English and Spanish.
- 335 Introduction to Latin American Studies (3)** An interdisciplinary course that provides a general overview of the historical, political, sociological, religious, and cultural development of Latin America.

- 350 Latin American Cinema (3)** (PR: SPAN 300 or POI • XL: SPAN 350) This course focuses on the development of Latin American film in the major filmmaking countries: Brazil, Mexico, Argentina, and Cuba. The course explores the nature of film itself, contextualizing cinematic production with historic, social, and aesthetic tensions in the construction of Latin American identity.
- 442 Directed Studies (1-6)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

MATH • Mathematics

- 110 Mathematics for the Liberal Arts (3)** (Students with credit for any MATH course numbered 200 or higher may not enroll in MATH 110) This course provides a survey of mathematics emphasizing problem solving, critical thinking, and quantitative reasoning. Topics vary and are chosen by the instructor. The focus is on mathematics as encountered in the world and the connections between mathematics and the liberal arts. (Fall and Spring)
- 199 Applied Calculus (3)** (Students may not receive credit for both MATH 199 and MATH 201) A one-semester introduction to the differential and integral calculus of algebraic, exponential, and logarithmic functions with applications in the social and biological sciences, including business and economics. This is a terminal course and does not prepare the student for MATH 202. (Fall and Spring)
- 201 Calculus I and Analytic Geometry (3)** (Students may not receive credit for both MATH 199 and MATH 201) The first of a four-course sequence of calculus and analytic geometry. Although topics covered in each of the four-courses will vary with the textbook used, this course includes topics from analytic geometry, limits, continuity of functions, the derivative, differentiation techniques for algebraic and trigonometric functions, and applications of the derivative to graphing, maxima/minima problems, and related rates. (Fall and Spring)
- 202 Calculus II (3)** (Majors and minors must make a grade of "C" or better) A continuation of MATH 201 with the definite integral; applications of the definite integral in finding areas, volumes, work, and arc length; differentiation and integration of exponential, logarithmic, and other transcendental functions; and techniques of integration, including integration by parts, substitutions, partial fractions, and tables. (Fall and Spring)
- 210 Applied Statistics (3)** (Mathematics majors may not receive credit for both MATH 210 and either of STAT 319 or 320.) This course is a data-oriented approach to analyzing data by arguing from the sample to the population. Topics include numeric and graphical measures of describing data, density curves, the normal random variable, interpreting scatterplots, correlation, least squares regression, sampling, experimental design, discrete and continuous probability models, random variables, sampling distribution for counts, proportions and sample means, inference about means and proportions, analysis of two-way tables, analysis of variance, bootstrap methods, and nonparametric methods. (Fall and Spring)
- 221 Transition to Advanced Mathematics (3)** (PR: MATH 202 or MATH 201 with POI • Math majors and minors must make a grade of "C" or better) This course is

designed to prepare a student for advanced math courses and covers concepts and techniques used in studying logic, proofs, set theory, relations, functions, and cardinality of sets. (Fall and Spring)

258 Special Topics (1-6)

- 301 Calculus III (3)** (PR: *MATH 202*) A continuation of MATH 201 and 202. Topics covered include indeterminate forms, improper integrals, sequences and series, power series, conic sections, and curves given by parametric and polar equations with applications of derivatives and integrals to these curves. (Fall and Spring)
- 302 Calculus IV (3)** (PR: *MATH 202*) The last course in the four-course calculus sequence. Topics are multivariate calculus, including solid analytic geometry; vectors in three dimensions; vector valued functions, functions of several variables; partial derivatives; and multiple integrals. (Fall and Spring)
- 305 Complex Variables (3)** (PR: *MATH 221 and 302*) This course is a study of the complex plane and the calculus of functions of a complex variable. Topics include the algebra and geometry of complex numbers, limits and derivatives of functions of a complex variable, the Cauchy-Riemann equations, contour integrals, Taylor and Laurent series, and residues. (Fall, even years)
- 307 Linear Algebra (3)** (PR: *MATH 202 and 221*) A study of vector spaces, subspaces, bases, and dimension with applications to solving systems of equations. Also includes linear transformations, representation of linear transformations by matrices, eigenvalues, eigenvectors, and diagonalizing matrices. (Spring)
- 308 Discrete Mathematics with Graph Theory (3)** (PR: *MATH 221 or POI*) An introduction to Discrete Mathematics. Topics include set theory and foundations, mathematical induction, recurrence relations, algorithms, graph theory, and combinatorics. (Fall, even years)
- 309 Modern College Geometry (3)** (PR: *MATH 202 and 221*) A study of the axiomatic method, neutral geometry, plane Euclidean geometry, and plane hyperbolic geometry. (Fall, odd years)
- 311 Probability Theory (3)** (PR: *MATH 221 and 302, or MATH 221 and 301 with POI*) A calculus-based introduction to probability with application to statistics. (Spring, odd years)
- 313 Abstract Algebra I (3)** (PR: *MATH 202 and 221, or POI*) This course covers algebraic structures such as groups, subgroups, quotient groups, rings, ideals, integral domains, fields, and polynomial rings and the relationships of these structures to the number system. (Fall, even years)
- 314 Abstract Algebra II (3)** (PR: *MATH 313 or POI*) A continuation of MATH 313. (Spring, odd years)
- 317 Number Theory with Math History (3)** (PR: *MATH 221*) This course serves as an introduction to the theory of numbers. Topics include congruencies, the distribution of primes, properties of Euler's phi-function, primitive roots of primes and certain composite numbers, quadratic reciprocity, perfect numbers, and the history of Fermat's Last Theorem. (Fall, odd years)
- 350 Numerical Methods (3)** (PR: *CSC 1232-1232L and MATH 202, or POI; XL: CSC 350*) A study of the use of the computer to solve mathematical problems of interest to scientists and engineers. Topics include root finding (bisection, secant, Newton, Muller), numerical differentiation (Richardson extrapolation), integration (Gaussian quadrature, adaptive methods), systems of linear equations (Gaussian, pivoting), and ordinary differential equations (Taylor, Runge-Kutta). Special emphasis is placed on using matrix methods where appropriate. Students are expected to write at least 10 programs illustrating these topics. (Spring, even years)

- 398 Honors Research (3-6)**
- 401 Differential Equations (3)** (*PR: MATH 301 or 302 and POI*) This course includes first and second order differential equations and linear equations with constant and variable coefficients. Topics will include separable equations, exact equations, integrating factors, method of undetermined coefficients, reduction of order, variation of parameters, series solution near an ordinary point, and series solution near a regular singular point. (Spring)
- 405 Introduction to Analysis I (3)** (*PR: MATH 221 and 302*) This course include topics such as the real number system, the completeness property, numerical sequences and series, continuity and uniform continuity of functions, differentiation, the Riemann integral, sequences and series of functions, and metric spaces (Fall, odd years)
- 406 Introduction to Analysis II (3)** (*PR: MATH 405*) A continuation of MATH 405. (Spring, even years)
- 430 Senior Seminar for Mathematics Teachers (1)** (*PR: Senior Mathematics Education Majors*) Students will explore secondary school mathematics using peer teaching and peer review. The course will help prepare students for student teaching and provide a review of topics typically covered on the standardized test used for teacher certification.
- 440 Senior Capstone in Mathematics (3)** (*PR: Senior Traditional or Applied Mathematics Majors*) A seminar for senior Traditional and Applied Mathematics majors, emphasizing the application of previous content to the study of new topics. Supervising faculty member(s) facilitate students' projects, including both written and oral presentations. (Spring)
- 441 Senior Capstone in Teaching Mathematics (1)** (*PR: Senior Mathematics Education Majors • CO: EDSD 400, 401, 402*) The capstone for senior Mathematics Education majors is taken in conjunction with student teaching. Students keep a journal to reflect upon their mastery of mathematical knowledge and their understanding of teaching and learning. The supervising faculty member(s) observe and assess the majors' content knowledge and student teaching. (Spring)
- 442 Directed Study in Mathematics (1-3)** Hours and credit arranged to meet the needs of the student. Open to junior and senior departmental majors by special permission. Subject matter pertaining to the student's field of interest.
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

MDST • Media Studies

- 230 Introduction to Media Studies (3)** (*PR: ENGL 1001 and 1002 or equivalent and POI*) Introduction to the variety of discourses used in today's media, along with practical training in producing online media. Students will work for the online student newspaper—possibly another student media as well—gaining first-hand experience editing and producing media. (Fall)
- 442 Directed Studies (1-6)**
- 444 Internship in Media Studies (3-6)** Internship in an approved media studies field: journalism or business. Students' work is closely supervised in the organization where the internship is undertaken and students are required to submit weekly written reports on their work to their faculty supervisor.

- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

MILS • Military Science

- 101 Introduction to the Army and Critical Thinking (2)** (2 hrs. lecture, 3 hrs. lab weekly) Students are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. (No military obligation incurred for non-contracted students.)
- 101L Basic Leadership Lab I (0)** (3 hrs. lab weekly • PR: POI • CO: MILS 101) ROTC lab introducing all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Lab is designed to introduce the freshman cadet to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets.
- 102 Introduction to the Profession of Arms (2)** (2 hrs. lecture, 3 hrs. lab weekly) Gives an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Introduces small unit tactics and techniques. (No military obligation incurred for non-contracted students.)
- 102L Basic Leadership Lab II (0)** (3 hrs. lab weekly • PR: POI • CO: MILS 102) ROTC lab bringing together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Lab is designed to introduce the freshman cadet to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets.
- 105 Accelerated Foundation of Leadership (3-4)** (Offered by exception only and with POI) This course merges MILS 101 and 102 into an accelerated class. Military obligation is incurred due to linkage to follow-on courses and commissioning.
- 201 Innovative Team Leadership (2)** (2 hrs. lecture, 3 hrs. lab weekly) Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. (No military obligation incurred for non-contracted students.)
- 201L Basic Leadership Lab III (0)** (3 hrs. lab weekly • PR: POI • CO: MILS 201) This laboratory class continues to build on skills learned in Basic Leadership Labs I and II by bringing together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Lab is designed to reinforce the sophomore cadet's introduction to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets.

- 202 Foundations of Tactical Leadership (2)** (2 hrs. lecture, 3 hrs. lab weekly)
Examines the challenges of leading tactical teams in the complex contemporary operating environment. This course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. (No military obligations incurred for non-contracted students.)
- 202L Basic Leadership Lab IV (0)** (3 hrs. lab weekly • PR: POI • CO: MILS 202)
This laboratory class continues to build on skills learned in Basic Leadership Lab III by bringing together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Labs are designed to reinforce the sophomore cadet's introduction to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets.
- 205 Accelerated Leadership and Teamwork (3-4)** (Offered by exception only and with POI) This course merges MILS 201 and 202 into an accelerated class. Military obligation is incurred due to linkage to follow-up courses and commissioning.
- 250 ROTC Leadership Training Course (6-8)** (Requires approval of Professor of Military Science; Pass/Fail) Summer training at Fort Knox, Kentucky that introduces students to Army training. Enrollment is open to students with no more than 3 semesters of military science completed and no prior military experience. Students must have at least 2 years remaining before graduation. This course may be taken in lieu of the basic courses. Camp graduates are eligible for enrollment in advanced military science. Travel pay and salary provided. (No military obligation incurred. Contract is optional.)
- 301 Adaptive Team Leadership (3)** (3 hrs. lecture, 3 hrs. lab weekly • PR: Basic Course or Equivalent Training Approved by Professor of Military Science) Cadets study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self evaluations, cadets continue to develop their leadership and critical thinking abilities.
- 302 Applied Team Leadership (3)** (3 hrs. lecture, 3 hrs. lab weekly • PR: Basic Course or Equivalent Training Approved by Professor of Military Science) Cadets face increasingly intense situations in order to build awareness and apply team leadership skills in leading tactical operations at the small unit level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, influencing others, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leader Development Assessment Course.
- 401 Mission Command and the Army Profession (3)** (3 hrs. lecture, 3 hrs. lab weekly • PR: MILS 301-302) Cadets learn the duties and responsibilities of an Army staff officer and apply the military decision making process, the Army writing style, and the Army's principles of training management during weekly training meetings to plan, execute, and assess ROTC battalion training events. Cadets study the special trust proposed to Army officers by the U.S. Constitution and the President of the United States and how Army values and leader ethics are applied in the contemporary operating environment. Cadets learn the Army officer's role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions, and how to manage their career as an

Army officer. Senior cadets train, mentor, and evaluate junior cadets while being mentored and evaluated by experienced ROTC cadre.

- 402 Mission Command and the Company Grade Officer (3)** (3 hrs. lecture, 3 hrs. lab weekly • PR: MILS 301-302) Cadets explore the dynamics of leading in the complex military situations of the contemporary operating environment. Cadets examine the differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with non-governmental organizations, civilians of the battlefield, and host nation support. This course places significant emphasis on preparing cadets for their first unit of assignment using case studies, scenarios, and exercises to prepare cadets to face complex ethical and practical demands of leading as commissioned officers in the U.S. Army.
- 405 Accelerated Leadership, Management, and Officership (3)** (Offered by exception only and with consent of Professor of Military Science) This course merges MILS 401 and 402 into an accelerated class. Military obligation is incurred.
- 444 Internship (1-6)** Offered to contracted cadets only with prior approval from the Professor of Military Science.
- 446 Readings (1-9)** Offered to contracted cadets only with prior approval from the Professor of Military Science.
- 448 Research (1-9)** Offered to contracted cadets only with prior approval from the Professor of Military Science.
- 450 Seminar (1-9)** Offered to contracted cadets only with prior approval from the Professor of Military Science.
- 452 Special Projects (1-9)** Offered to contracted cadets only with prior approval from the Professor of Military Science.
- 458 Special Topics (1-6)** Offered to contracted cadets only with prior approval from the Professor of Military Science.

MUSC • Music

- 1000 Recital Attendance (0)** Required of all music majors and minors every semester. A mark of "S" or "U" is given dependent upon fulfillment of attendance at designated performance events. (Fall and Spring)
- 1100 Music Appreciation (3)** An introduction to art music with illustrations of various types and forms. Open to all students and required for those seeking teaching certificates.
- 1101 Survey of American Popular Music (3)** A general survey of popular music in America from the middle of the 19th century to the present time. The principal popular music genres of Musical Theater, Jazz, Country, and Rock will be the focus of this course. Composers, performers, and performing mediums of these styles will be discussed within their religious, political, and economic context in order to gain a greater appreciation for their meaning and role in society, and place in the development of contemporary American culture.
- 1151 Music of the World's Cultures (3)** An ethnological survey of music from cultures outside the Western art music tradition, including Africa, the Middle East, India, Asia, Australia, North, Central and South America, and Western folk music. Focus will be on developing skills in listening and analysis and on understanding similarities and differences between the musical systems and expressions of various peoples.
- 1201 Theory I (2)** (CO: MUSC 1202) Reading musical notations, counting rhythms, scales, keys, intervals, triads, and chord names.

- 1202 Musicianship Skills I (2)** (CO: MUSC 1201) Develop basic aural/visual musical skills: scales, chords, and melodies.
- 1203 Theory II (2)** (PR: MUSC 1201 • CO: MUSC 1204) Diatonic part writing and analysis.
- 1204 Musicianship Skills II (2)** (CO: MUSC 1203) Melodic and harmonic dictation, rhythmic dictation, and aural identification of phrase forms and cadences.
- 1500 Applied Lesson Half (0.5)** Half-hour private applied lesson. Additional fee. (Fall and Spring)
- 1510 Applied Lesson Full (1)** One-hour private applied lesson. Additional fee. (Fall and Spring)
- 1551 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 1552 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 1600 PC Choir (1)** A highly selective choral ensemble established for the study of sacred and secular choral literature. Open each semester to all students in the College by audition. The choir presents on- and off-campus concerts each term. (Fall and Spring)
- 1601 Cantare! (0.5)** Choral ensemble open to all PC male students. (Fall and Spring)
- 1602 Bella Voce (0.5)** Choral ensemble open to all PC female students. (Fall and Spring)
- 1603 Opera and Music Theatre Workshop (0.5)** Provides an opportunity for students to study, prepare, and present performances of opera and musical theater excerpts and complete works.
- 1621 Ringers (0.5)** A selective handbell ensemble. Open to all PC students but requires an audition with the Director. Purpose is to provide training to enable ringers to serve as performers and directors of handbell choirs in school, church, and community settings. (Fall and Spring)
- 1650 Wind Ensemble (1)** A laboratory for the study and performance of the best literature for wind ensemble/symphonic band. Membership is open to all students by audition and/or interview. (Fall and Spring)
- 1651 Jazz Band (0.5)** The study of jazz in its many and varied forms is the subject of this course. Literature will be eclectic and include New Orleans Dixieland, Chicago Dixieland, Swing, Bebop, Coo, Hard Bop, Third Stream, Free Jazz, and Jazz Rock Fusion.
- 1652 Pep Band (0.5)** Performs at home football, basketball, and play-off games. Music is primarily pop, jazz, and rock arrangements. Open each semester to all students who play a band instrument. (Fall and Spring)
- 1681 Chamber Ensemble – Strings (0.5)** Laboratories in chamber music performance and study. All students who perform satisfactorily and independently on their instruments are eligible and accepted, to the limits of usable standard instrumentations. Performances for each group are required. (Fall and Spring)
- 1682 Chamber Ensemble – Winds (0.5)** Laboratories in chamber music performance and study. All students who perform satisfactorily and independently on their instruments are eligible and accepted, to the limits of usable standard instrumentations. Performances for each group are required. (Fall and Spring)
- 1683 Chamber Ensemble – Piano (0.5)** Laboratories in chamber music performance and study. All students who perform satisfactorily and independently on their instruments are eligible and accepted, to the limits of usable standard instrumentations. Performances for each group are required. (Fall and Spring)
- 1684 Bagpipe Ensemble (0.5)** Laboratories in chamber music performance and study. All students who perform satisfactorily and independently on their instruments

- are eligible and accepted, to the limits of usable standard instrumentations. Performances for each group are required. (Fall and Spring)
- 1685 Chamber Ensemble – Percussion (0.5)** Laboratories in chamber music performance and study. All students who perform satisfactorily and independently on their instruments are eligible and accepted, to the limits of usable standard instrumentations. Performances for each group are required. (Fall and Spring)
- 1690 Chamber Orchestra (1)** A college chamber orchestra that rehearses and performs compositions of different style periods written for string orchestra. Membership is open to all students who play a string instrument. (Fall and Spring)
- 1701 Beginning Functional Keyboard Skills (1)** The keyboard application of theoretical concepts including note reading; modes and scales; primary chords and inversions; and cadences, improvisation, harmonization, and transposition using primary chords.
- 1702 Intermediate Functional Keyboarding Skills (1)** The keyboard application of theoretical concepts including major and minor scales; major arpeggios; primary, secondary, and dominant seventh chords and inversions; cadences; improvisation, harmonization, and transposition using primary and secondary chords; two-part choral and instrumental readings; and transposition of B-flat, E-flat, and F instruments.
- 1710 Guitar Class (1)** Introduction to the basic skills of guitar playing with emphasis on demonstration and accompaniment techniques. Commonly used chords and chord progressions and a variety of strumming and fingerstyle accompaniment patterns will be studied.
- 2201 Theory III (2)** (*PR: MUSC 1203 • CO: MUSC 2202*) Part-writing and analysis with applied harmonies and modulations. Model compositions in the style of late Classical and Romantic composers.
- 2202 Musicianship Skills III (2)** (*CO: MUSC 2201*) Sight reading; melodic and harmonic dictation with diatonic and applied harmonies; and aural identification of simple forms.
- 2203 Theory IV (2)** (*PR: 2201 • CO: MUSC 2204*) Part-writing and analysis with 19th-century chromatic harmonies, model compositions in the style of late Romantic composers, and exposure to 20th century developments.
- 2204 Musicianship Skills IV (2)** (*CO: MUSC 2203*) Sight reading; melodic and harmonic dictation with chromatic harmonies and modal mixture; and aural identification of larger forms.
- 2400 School Music Methods (3)** A course designed to provide early education and elementary school specialists with specific musical skills and materials. Integration of music into the general classroom is the ultimate goal of the class.
- 2410 Piano Methods (1)** (*PR: POI*) Covers the history and philosophies of piano teaching and piano literature from 1700 to present, and piano pedagogy including current piano methods, aesthetics, and performance practice, injury prevention, and performance anxiety. Required prior to teaching in the Piedmont Music Program.
- 2430 Vocal Methods (0.5)** Instruction in the fundamental physiological design of the vocal mechanism with issues of vocal pedagogy, repertoire, and IPA for use with languages.
- 2551 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 2552 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)

- 2701 Advanced Functional Keyboard Skills (1)** (*PR: MUSC 1702*) The keyboard application of theoretical concepts including major and minor scales and arpeggios; primary, secondary, and dominant seventh chords and inversions; secondary dominant chords; cadences, improvisation, harmonization and transposition using primary, secondary, dominant seventh, and secondary dominant chords; modulation; four-part choral and instrumental reading; two-part score reading of transposing B-flat, E-flat, and alto clef instruments; and accompany. The keyboard proficiency requirements are met with a final grade of “B” or better.
- 3210 Form and Analysis (3)** (*PR: MUSC 2203 and 2204*) Patterns and processes in music with an examination of prominent musical forms using specific musical examples of each as subject for analysis. Analysis will be performed visually using musical scores and aurally using musical recordings and live performances.
- 3301 History and Literature of Music I: Antiquity to 1750 (3)** (*RE: MUSC 2201, 2202, 2203, and 2204*) The development of music from antiquity through the end of the Baroque with an emphasis on historical perspectives and theoretical concepts will be explored.
- 3302 History and Literature of Music II: 1750 to Present (3)** (*RE: MUSC 2201, 2202, 2203, and 2204*) Perspectives and concepts introduced in MUSC 3301 continue to be developed from the Classical through the Contemporary periods.
- 3551 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 3552 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 3700 Recital (0.5)** Enrollment is concurrent with the appropriate private applied lessons. Students must perform a recital pre-hearing for designated members of the music faculty no more than four weeks and no less than ten days prior to the recital for approval of public performance. Copies of the recital program and a recording are placed into the student portfolio.
- 3701 Music Technology (3)** An introduction to the physics of sound, musical synthesis, MIDI, sequencing, and computer applications in music engraving and multimedia. This course is designed to provide hands-on experience with synthesizers and the world of music and the Apple computer.
- 3710 Conducting (3)** Basic concepts in conducting will be reviewed. Performance analysis, conducting gestures relative to choral and instrumental ensembles, rehearsal planning, choral and instrumental ensemble logistics, and the practical application of the preceding are included.
- 4002 Special Projects (1-6)**
- 4003 Honors Research (3-6)**
- 4004 Readings (1-3)**
- 4005 Directed Studies (3-6)**
- 4006 Seminar (1-3)**
- 4007 Internship (1-3)**
- 4008 Research (1-6)**
- 4009 Special Topics in Music (3)** (*May be taken more than once for credit*) A study of a particular event, theme, or era within Music.
- 4210 Orchestration and Arranging (3)** (*PR: MUSC 1201, 1202, 1203, 1204, 2201, 2202, 2203, and 2204*) Investigation and application of techniques for the use of voices and instruments in composition and arranging.
- 4310 20th-Century Music (3)** The history, analysis, and aesthetics of composers, styles, and techniques of the 20th century.

- 4500 Composition (1)** Applied lesson in composition; meets for one hour each week. Additional fee.
- 4551 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 4552 Applied Lesson Major (1)** Music major applied lesson; meets for one hour each week. Additional fee. (Fall and Spring)
- 4790 Senior Capstone in Music (2)** Required of all music majors and consisting of two parts: 1) A creative component, normally a publicly presented recital; and 2) a research/analytical component based on recital repertoire or an approved alternative topic and supervised by the primary applied instructor or another of the full-time faculty.

PHED • Physical Education

- 1001 Concepts of Physical Fitness (1)** Designed to place emphasis on the value of physical fitness for everyone. Through the use of lecture and laboratory periods, students will be presented the basic fitness factors as well as means to measure these factors. As a result of the course the student should be able to make intelligent decisions concerning the value and use of physical activity in personal life.
- 1002 Tennis (1)** Designed to provide students a beginning level competency in tennis.
- 1003 Golf (1)** Designed to provide students a beginning level competency in golf.
- 1004 Basic Swimming (1)** Designed to provide students a beginning level competency in swimming.
- 1006 Advanced Life Saving (1)** A more advanced swimming course with competency in life-saving techniques.
- 1007 Bowling/Badminton (1)** Designed to provide students a beginning level competency in the two activities.
- 1008 Weight Training (1)** Designed to provide instruction in progressive resistance exercise for beginning exercise participants.
- 1009 Intermediate Tennis (1)** (*PR: PHED 1002 or equivalent*) A course designed to meet the needs of students who demonstrate skill proficiency above the beginning tennis level.
- 1010 Beginning Social Dance (1)** A course designed to introduce the basic steps and variations for eight selected ballroom dances.
- 1011 Non-Contact Karate (1)** A course designed to introduce the concepts and teaching methodology of traditional karate, the art of Empty-Hand Self-Defense.
- 1012 Basic Yoga (1)** A course designed to introduce students to yoga, a nontraditional activity that can afford a variety of health-related benefits to its participants.
- 1013 Basic Pilates (1)** A course designed to introduce students to Pilates, a non-traditional activity that offers a variety of health- and performance-related components of total fitness.
- 1014 Beginning Tai Chi (1)** This course is designed to offer students the rudimentary elements of Tai Chi. As an ancient Chinese art, Tai Chi is a slow-motion, moving meditative exercise for relaxation, health, and self-defense.
- 224 Movement Styles (3)** An interdisciplinary approach to movement which incorporates yoga, ballet, and modern and jazz dance. With a focus on balance and alignment, students develop an awareness of dance through collaboration, ensemble performance, and choreography.

- 225 **Basic Wellness (3)** A course designed to provide the student with a comprehensive introduction to the dynamics of lifetime wellness. The dimensions and concepts for developing and maintaining a lifestyle of wellness will be presented. This will include study units in nutrition, diet and weight control, stress management, physical fitness, the cardiovascular system, hypokinetic disease risk factors, and personal wellness assessment/responsibility. The course will be taught on a lecture/lab format.
- 305 **Coaching Principles (3)** This course is designed to provide students with a basic foundation that is necessary to become successful coaches in any sport. Specifically, instruction will address content that targets principles related to coaching, behavior, teaching, and management. As such, course materials will focus on domains 1, 4, 5, and 6 of NASPE's 2006 National Standards for coaches.
- 306 **Organization and Administration of Physical Education and Athletics (3)** (*PR: POI*) A course in the organization and administration of physical education and athletics. Instruction focuses on organization patterns, staff relations, budget and finances, facilities and equipment, and other problems confronting coaches and teachers in their respective areas.
- 310 **Health and Physical Activity for the Child (3)** (*PR: EDUC 201 or POI*) This course provides early childhood and elementary education majors with an opportunity to study the overall development of the child so that they can teach and promote health and physical activity in the schools. The course will offer experiences and instructional practices through observations and teaching of children in preschool through middle school. Curricula areas include health, safety, and physical education. Students will also learn to adapt instructional strategies to meet specific needs of children with disabilities.
- 312 **Coaching of Team Sports: Soccer (3)** Instruction in teaching fundamental techniques and skills involved in offensive and defensive play, game strategy, scouting, and practical field experience.
- 313 **Coaching of Team Sports: Football (3)** Instruction in teaching fundamental techniques and skills involved in offensive and defensive planning, game strategy, organization, scouting, and practical field experience.
- 314 **Coaching of Team Sports: Basketball (3)** Instruction in teaching fundamental techniques and skills involved in offensive and defensive play, game strategy, scouting, and practical court experience.
- 315 **Coaching of Team Sports: Baseball (3)** Instruction in teaching fundamental techniques and skills involved in offensive and defensive play, game strategy, scouting, and practical field experience.
- 316 **Exercise and Sports Physiology (3)** (*PR: BIOL 1150 and 1151*) An introductory course focusing on the physiological basis of physical activity and sports with emphases on exercise physiology, sports physiology, and basic principles of movement. This course is primarily designed for individuals planning a minor in coaching.
- 317 **Coaching of Team Sports: Softball and Volleyball (3)** Instruction in teaching fundamental techniques and skills employed in offensive/defensive play, game strategy, practice organization, scouting, and practical field experiences.
- 320 **Coaching of Team Sports: Lacrosse (3)** This course is designed to examine the techniques, strategies, and tactics of lacrosse. Upon completion of the course, students will have a comprehension of lacrosse and will be able to implement the techniques, strategies, and tactics used to coach this sport.
- 324 **Sport Psychology (3)** (*PR: PSYC 201 • XL: PSYC 324*) Application of psychological principles to various aspects of sport. Topics include behavioral

principles, motor learning, anxiety and arousal, mental preparation, leadership, team cohesion, audience effects, aggression, personality, assessment, gender roles, youth sport, coaching, and exercise psychology.

- 385 **Basic Athletic Training (3)** Theory and practice in keeping the athlete in superior condition. Studies include the use of proper protective equipment; medical research related to athletics; and the prevention, care, and proper rehabilitation of athletic injuries.
- 390 **Advanced Athletic Training (3)** (*PR: PHED 385*) Course is designed to focus on the more advanced aspects of athletic training. Students will be introduced to specific human anatomy; evaluation processes; modality theories and application; rehabilitation procedures; and advanced taping, splinting, and bracing techniques.
- 442 **Directed Studies (3-6)**
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

PHIL • Philosophy

- 201 **Introduction to Religion and Philosophy (3)** (*XL: RELG 201*) This course explores the nature of religion and the history of attempts to understand it. Its questions include: what is religion, how is it formed, and how should it properly be studied? In pursuing these questions, the course will examine myth and ritual, types of religious experience, truth claims of and about religion, ethics and theology, violence and religion, social dimensions of religion, and more. The course will also introduce the main approaches to the academic study of religion, such as sociology of religion, psychology of religion, history of religion, religion and art, ethics, and more. (Fall)
- 203 **Introduction to Ethics (3)** A study of what it means to live a good human life, including reflection on questions of good versus evil, right versus wrong, and virtue versus vice. In the course of our study, we will explore ethical questions that confront us as individuals, as members of society at large, and as members of more specific communities. (Spring)
- 205 **Logic (3)** A study of how to analyze, evaluate, and present arguments. The class will examine arguments in many fields, including law, science, economics, politics, religion, and philosophy. The class will also pay attention to the most effective ways to present arguments. (Fall)
- 207 **Introduction to Philosophy (3)** Philosophy begins with questions. What is good? What is true? What is beautiful? In this historical introduction to Western philosophy, we will explore works by five key thinkers – Plato, Descartes, Hume, Kant, and Kierkegaard – who show us different ways of asking and answering these fundamental questions. Along the way, we will develop skills of careful reading, respectful listening, clear writing, and persuasive speaking. (Fall)
- 258 **Special Topics (1-6)**
- 301 **Ancient Philosophy (3)** A study of the Pre-Socratic Philosophers and the major works of Plato and Aristotle. (Spring, even years)
- 304 **Early Modern Philosophy (3)** A survey of European philosophy from Descartes through Kant with special emphases on epistemology, metaphysics, and questions of religious belief. (Spring, odd years)

- 314 **Professional Ethics (3)** A study of the ethical issues related to the practice of various professions, including law, medicine, science, engineering, business, education, and ministry. (Fall, odd years)
- 315 **Medical Ethics (3)** An introduction to moral issues in modern health care and to ethical concepts and analytic skills relevant to addressing them. We will focus on classic cases in the development of medical ethics. (Spring)
- 316 **Business Ethics (3)** (*XL: BADM 316*) A study of ethical issues in business with the aim of strengthening our moral discernment and practical judgment. We will focus on classic and contemporary cases in the ethics of business.
- 317 **Environmental Ethics (3)** What matters? Why does it matter? And what should we do about it? This course will survey the challenges that environmental concerns present to traditional ethical theory and practice. In particular, we will explore the relation of human and non-human value, as environmental issues (such as global warming and species extinction) intersect with human problems (such as poverty, population growth, and economic development). (Fall, even years)
- 324 **Classical Political Thought (3)** (*XL: PLSC 324*) An examination of selected political thinkers from the Greek tradition to the Renaissance with an emphasis on ideas concerning the nature of politics and the origins and ends of government.
- 326 **Modern Political Thought (3)** (*XL: PLSC 326*) The course examines the political ideas and theories of such thinkers as Hobbes, Locke, Rousseau, Marx, and Mill that helped shape the modern period of politics.
- 327 **Contemporary Political Thought (3)** (*XL: PLSC 327*) This course is designed to create a deeper understanding and interest in contemporary issues in political thought such as neo-liberalism, neo-conservatism, nationalism, globalization, theopolitics, and Islamism.
- 330 **Philosophy of Law (3)** A survey of philosophical understandings of law, in theory and in practice. Topics of discussion will include the basis of law and legal reasoning, the moral force of law, and theories of rights, responsibilities, and punishment in criminal, civil, constitutional, and international law. (Fall, odd years)
- 340 **Approaches to the Study of Religion (3)** (*XL: RELG 340*) What is religion? What are its origins and what is its future? Is it a source of good or evil? This course will explore contested questions about the nature of religion and the proper way to study it through a survey of various approaches and topics such as theology, philosophy, history, psychology, sociology, anthropology, and cultural studies. Our central questions will be how to assess (a) religious claims and (b) claims about religion. (Alternate years)
- 361 **History and Philosophy of Traditional China (3)** (*XL: HIST 3610*) This course examines the history and philosophy of China from early times through the late Qing dynasty (1700). Special emphasis will be placed on China's significant philosophical heritage, including such pivotal philosophers as Confucius, Mencius, Laozi, Chuangzi, Mozi, and Sunzi.
- 398 **Honors Research (3-6)**
- 442 **Directed Study in Philosophy (1-3)** (*PR: POI and department*) Independent reading and/or research in an area of the student's special interest. A plan including a statement of the purpose of the study, a bibliography, and the nature of any papers or projects must have prior approval of the instructor and department chairman.
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**

- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

PHYS • Physics

- 1000 The Physics of How Things Work (4)** (3 hrs. lecture, 3 hrs. lab weekly • *Students cannot receive General Education credit for both PHYS 1000 and PHYS 1500.*) Students engaged in this course will grasp the workings of the world around them. They will gain a basic understanding of everything from growing trees to flying jets; from crashing cars to cell phone operation. The course relies heavily on conceptual understanding rather than rigorous math, and is highly applicable to everyone who lives in a world of physical things. The lecture will utilize many demonstrations. The lab will allow the student to interact with the concepts learned in class through equipment that is readily available. This course does not require math higher than basic algebra.
- 1100 Earth Science (4)** (3 hrs. lecture, 3 hrs. lab weekly) This class introduces students to the features and processes involving our earth. These include mineralogy and rocks, plate tectonics, volcanoes, earthquakes, weathering, and soil studies. The class also explores oceanic, atmospheric, and space sciences.
- 1200 Introduction to Astronomy (4)** (3 hrs. lecture, 3 hrs. lab weekly) This course presents an overview of the major fields of astronomy. The course begins with a brief history of astronomy followed by an in-depth discussion of the basic concepts and tools used throughout astronomy. Topics include history of astronomy, naked-eye observations, light, telescopes, stars, stellar evolution, black holes, galaxies, and cosmology. Some of the lab sessions will be scheduled in the evening to allow astronomical viewing. No previous experience in astronomy is expected.
- 1500 General Physics I (4)** (3 hrs. lecture, 3 hrs. lab weekly) The first of two introductory courses in physics designed to emphasize the experimental laws of physical science. Topics to be covered include mechanics, heat, wave motion and sound, electricity and magnetism, optics, and modern physics. In the laboratory portion of the course, students will perform experiments and analyze the results based on physical law. (Fall)
- 1510 General Physics II (4)** (3 hrs. lecture, 3 hrs. lab weekly • *PR: PHYS 1500*) The second of two introductory courses in physics designed to emphasize the experimental laws of physical science. Topics to be covered include mechanics, heat, wave motion and sound, electricity and magnetism, optics, and modern physics. In the laboratory portion of the course, students will perform experiments and analyze the results based on physical law. (Spring)
- 1600 Physics I with Calculus (4)** (3 hrs. lecture, 3 hrs. lab weekly • *PR/CO: MATH 201*) First of three courses in a calculus-based physics sequence. Topics include vectors, laws of motion, conservation principles, rotational motion, gravitation, solids, liquids, and wave motion. In the laboratory portion, students will perform experiments and analyze the results based on the topics covered in the class. (Fall)
- 1610 Physics II with Calculus (4)** (3 hrs. lecture, 3 hrs. lab weekly • *PR: PHYS 1500 or PHYS 1600; PR/CO: MATH 202*) Continuation of PHYS 1600. Topics include thermodynamics, kinetic theory of gases, electric and magnetic fields, electric currents, and motions of charged particles in fields. In the laboratory portion,

students will perform experiments and analyze the results based on the topics covered in the class. (Spring)

- 2100 Physics III with Calculus (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PHYS 1610; PR/CO: MATH 301) Continuation of PHYS 1610. Topics include geometric optics, electromagnetic waves, interference and diffraction, relativity, atomic particles, and atomic and nuclear structure. (Fall)
- 2500 Methods of Theoretical Physics (3)** (PR: MATH 202) An introduction to mathematical methods that are commonly used in advanced physics. The main topics are vector algebra and calculus (including divergence, gradient, curl, Stokes' theorem, line and surface integrals, and curvilinear coordinate systems) and the solution of boundary value problems involving the wave equation and Laplace's equation (separation of variables, power series, and special functions). Other topics such as complex variables and Fourier analysis may be included at the discretion of the instructor.
- 2600 Engineering Physics (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PHYS 1500 or PHYS 1600, and MATH 201) The in-class portion of this course will be devoted to the rigorous topic 'Statics' which is fundamental to nearly all fields of engineering. This study will also provide a mechanism to learn how engineers think and how that compares to the thought processes of a physicist. The lab portion of this class is essentially an "engineering seminar" that will be devoted to understanding the field of engineering. In addition to learning engineering experimental methods, students will be exposed to the wide variety of engineering disciplines through guest speakers and field trips. (Spring, odd years)
- 2700 Basic Electronics (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PHYS 1510 or PHYS 1610, and MATH 201) An introduction to analysis of AC and DC circuits, amplifiers, semi-conductor devices, and instrument systems.
- 2900 Advanced Dynamics (3)** (PR: PHYS 1600; PR/CO: MATH 302) A course in classical mechanics covering the dynamics of system of particles, dynamics of rigid bodies in two and three dimensions, Euler's Equations of rotational motion, an introduction to Lagrange's equations, as well as other topics of interest to the advanced physics and engineering student. A thorough knowledge of integral calculus is assumed. (Spring, even years)
- 3100 Heat and Thermodynamics (3)** (PR: PHYS 1610; PR/CO: MATH 302) This course includes a study of thermometry, physical states of matter, calorimetry, heat balance equations, gas laws for real and ideal gases, kinetic theory, cyclical operations, and the laws of thermodynamics. (Fall, odd years)
- 3200 Electricity and Magnetism I (3)** (PR: PHYS 1610 and MATH 302) This course is designed to introduce the student to the basic laws of electricity and magnetism as they are formulated using differential and integral calculus. Gauss' law, Laplace's equation, the Biot-Savart law, Faraday's law and Maxwell's equations are studied along with the phenomena of polarization, electric and magnetic fields, electromagnetic radiation, and other topics. (Fall, even years)
- 3210 Electricity and Magnetism II (3)** (PR: PHYS 1610 and MATH 302) A continuation of PHYS 3200.
- 3300 Classical Optics (3)** (PR: PHYS 2100 and MATH 302) An intermediate course in light from the viewpoint of both geometrical and physical optics. (Alternate years)
- 3400 Physics in Biology and Medicine (3)** (PR: BIOL 1150, PHYS 1500, and PHYS 1510) Applications of introductory physics to the processes and systems of biology and medicine. Topics may include the physics of (1) walking, running, and jumping; (2) temperature regulation and metabolism; (3) flight; (4) respiration and circulation; (5) hearing and vision; (6) the nervous system; and (7) medical diagnostics techniques.

- 3600 Plasma Physics (3)** (*PR: PHYS 3200*) Its purpose is to expose students to the basic physical principles governing the solar-terrestrial interactions, including space and atmospheric weather. Its goal is to emphasize the applications of plasma physics to an understanding of the interplanetary environment and earth's place in that environment, as well as alternative energy sources from plasma fusion. (Alternate years)
- 4000 Advanced Physics Laboratory (2)** (*PR: PHYS 2100 and MATH 301*) This course consists of several experiments designed to illustrate important concepts in quantum mechanics and modern physics and to introduce the student to some of the techniques of modern experimental physics research. (Spring, even years)
- 4002 Special Projects (1-9)**
- 4003 Honors Research (3-6)**
- 4005 Directed Studies (1-9)**
- 4007 Internship (1-6)**
- 4008 Research (1-9)**
- 4009 Special Topics (1-6)**
- 4100 Quantum Mechanics (3)** (*PR: PHYS 2100; PR/CO: MATH 401*) A rigorous presentation of the fundamental principles of quantum mechanics. Topics include the wave function for a free particle, superposition of states, construction and behavior of wave packets, the position and momentum representations, general techniques for constructing solutions to Schrodinger's equation, and the time development of quantum-mechanical systems. (Spring, odd years)
- 4200 Nuclear Physics (3)** (*PR: PHYS 1610 • CO: MATH 301*) Properties and behavior of atomic nuclei: mass, binding energy, spin, decay modes, nuclear reactions, and an introduction to nuclear models. Medical applications such as radioactive tracers and magnetic resonance imaging (MRI). (Alternate years)

PLSC • Political Science

- 201 Introduction to Political Science (3)** Study of the nature of politics and political behavior and of the important theories respecting the nature, origin, forms, and ends of the state and of government.
- 202 Introduction to American Government (3)** Basic course in American politics that stresses the formation, development, organization, and action of our national government, including the origin and nature of our federal system.
- 205 Introduction to Political Analysis (3)** An examination of the different techniques used to conduct and evaluate political science research with an emphasis on the development of the discipline and an understanding of basic social statistics.
- 210 Introduction to Legal Studies (3)** (*XL: PRWL 2100*) This course will introduce students to the basic structure and terminology of the American legal system, substantive areas of the law, and the basic processes of legal reasoning. Special emphasis on legal reading and writing will be given throughout the course. (Spring, Alternate years)
- 258 Special Topics (1-6)**
- 301 African-Americans and the Political System (3)** An overview of the African-American struggle for social, political, and legal rights; of the constraints upon the achievement of these rights; and of the major political actors involved in this struggle. Special emphasis will be given to key court decisions, legislation, and political movements affecting African-American rights and to major electoral breakthroughs in promoting African-American political empowerment. (Alternate years)

- 304 American Constitutional Law I (3)** This course analyzes the institutional authority of government as it is explained in the U.S. Constitution and interpreted by important Supreme Court decisions. Topics will include judicial review, nation-state relations, foreign affairs, and economic liberties. In addition, this course will also attempt to further the student's understanding of the judicial process through insider accounts and participation in a mock trial. Finally the course material will be used to improve oral and written communication skills. (Alternate years)
- 305 American Constitutional Law II (3)** This course is designed to provide the student with a basic knowledge of the major constitutional issues regarding the rights of the individual in the U.S. It also explores the Constitution and the evolution of American law in such areas as freedom of expression, political participation, equal protection, right to privacy, and criminal procedure. In addition, this course will work to improve oral and written communication skills via written assignments and oral presentations. (Alternate years)
- 306 Parties and Political Behavior in America (3)** An analysis of political parties, the party system, interest groups, political socialization, political culture, public opinion, voting behavior, and other aspects of political behavior in the United States. (Alternate years)
- 307 Introduction to Public Administration (3)** An introductory survey of the principles, functions, and processes of public administration with specific emphasis on the political aspects and environment of bureaucracies and the how and why of policymaking within an administrative system. Organizational values, traditions, and objectives are analyzed. (Alternate years)
- 309 Introduction to Public Policy (3)** Analysis of political and organizational processes that influence the formulation and implementation of public policy. Special attention will be given to the formulation, implementation, and evaluation of various public policies. Further, the course is intended to develop some skills for the evaluation and design of policies. (Alternate years)
- 311 Elections and Campaign Management (3)** A study of the American electoral process and the craft of managing political campaigns. Special emphasis will be given to campaign organization, message development, fundraising, opposition research, and media relations. The course will also reflect on how campaigns fit into our conception of what it means to be a democratic society. (Alternate years)
- 312 Politics and the Media (3)** (PR: *PLSC 201 or 202*) This course examines the way in which modern mass media have altered the dynamics of democratic politics in the United States. More generally, the course will analyze the ways that the mass media influence how we think and act in the political world. Specific topics include how media influence citizenship and democratic governance, how news is made, and the impact that media have on individuals, political institutions, policy making, and the prospects of democratic deliberation. (Alternate years)
- 313 The American Presidency (3)** A study of the "central institution" of the American political system from these and other perspectives: personality and structure in shaping presidential character, the domestic and international presidencies, evolution of the institution and theories about its role, presidential election, and federal public administration. (Alternate years)
- 314 Congress and the Legislative Process (3)** A study of the United States Congress and the process by which it operates. Issues explored include the selection of members, leadership, budgeting, the role of committees, and executive legislative relations. Additionally, the differences between the House and Senate, the development of public policy, and the changing nature of the process will be explored. (Alternate years)

- 316 State and Local Politics (3)** This course will examine selected aspects of the theory, powers, structure, processes of and interrelationships between state and local governments in the United States. The course will also include an examination of the major factors contributing to conflict and cooperation in state and local governmental environment. (Alternate years)
- 317 Interest Groups and Lobbying (3)** An analysis of interest group development, maintenance, and conduct in the governmental process. This course focuses on the larger concept of advocacy in a democracy as well as strategic and tactical decisions that groups must make when attempting to influence government policy. The particular case of state legislative lobbying in South Carolina is used to explore these two objectives. (Alternate years)
- 319 Southern Politics (3)** An analysis of the contemporary politics and governments of the southern states. The course provides an understanding of political development in each of the former confederate states and an overview of driving political forces in the region such as the rise of the GOP, the empowerment of African-Americans, and the role of southerners in Congress and presidential selection. Attention is also given to the prominence of personality in the politics of the South. (Alternate years)
- 322 American Political Thought (3)** The course will examine the different ways American political thinkers and activists have envisioned democracy. Attention will be given to the principles of the Declaration of Independence and the Constitution as developed by Mason, Jefferson, Madison, and Hamilton and to the interpretation of these principles by such statesmen as Jackson, Lincoln, Theodore Roosevelt, Herbert Hoover, and Franklin Roosevelt. Other topics will include African-American political thought, women's rights, and the current liberal-conservative debate.
- 324 Classical Political Thought (3)** (*XL :PHIL 324*) An examination of selected political thinkers from the Greek tradition to the Renaissance with an emphasis on ideas concerning the nature of politics and the origins and ends of government.
- 326 Modern Political Thought (3)** (*XL: PHIL 326*) The course examines the political ideas and theories of such thinkers as Hobbes, Locke, Rousseau, Marx, and Mill that helped shape the modern period of politics.
- 327 Contemporary Political Thought (3)** (*XL: PHIL 327*) This course is designed to create a deeper understanding and interest in contemporary issues in political thought such as neo-liberalism, neo-conservatism, nationalism, globalization, theopolitics, and Islamism.
- 331 International Relations (3)** This course is an analysis of international relations as a political process with emphasis on patterns of policy formulation, conflict, and cooperation. Selected case studies will be used to supplement the theoretical material.
- 332 American Foreign Policy (3)** A study of the conduct and content of American foreign policy since the Second World War including foreign policy formulation, operation, and case studies of implementation.
- 339 U.S.-Cuban Relations: Historical Perspective and Contemporary Reality (3)** (*PR: Acceptance in the Semester in Cuba Program*) The objective of the course is to provide students with an overview of U.S.-Cuban relations from colonial times to the present, in order to describe the main elements toward understanding the new phase of the historical conflict between the two countries that ensued after the Cuban Revolution in 1959 and continues unabated even today. The course includes an experiential component of 40 hours. Offered in Cuba in the Semester in Cuba Program.

- 341 International Political Economy (3)** (*XL: ECON 341*) This course examines the evolution of the international trading system, international monetary and financial system, multinational corporations, international development, and the impact of globalization, with an emphasis on the interaction of political and economic factors.
- 342 International Organizations (3)** This course explores the history, structure, and function of international organizations and places an emphasis on the study of the United Nations (UN). Our purpose is to understand how the emergence of international organizations has shaped the modern world and the difficulties of global governance in a world of sovereign states. The course incorporates regular simulations of various organs of the UN.
- 350 Comparative Political Economy (3)** (*PR: PLSC 201 or ECON 201 • XL: ECON 350*) This course will introduce students to both the theoretical and the substantive relationship of how government policy impacts the economy. This course will cover both the developed and developing world and will examine topics such as income inequality, social protection programs, and taxation policy, in addition to other ways in which governments intervene in the marketplace.
- 352 Politics of Modern China and Asia (3)** With China's phenomenal economic development since 1978, the impact of China's emergence is increasingly felt around the world. Along with China's rise, Japan remains an economic giant and India is rapidly catching up as a serious contender for regional economic and political supremacy. The first half of this course introduces students to China's culture, history, politics, economy, and foreign relations, and discusses the challenges and opportunities brought by China's rise for the United States. The second half of the course compares the politics of China, Japan, and India, and discusses the implications of their regional rivalry. (Alternate years)
- 355 Russia and Eastern Europe (3)** An account of the histories and political cultures and processes of Russia, of other polities of the former Soviet Union, and of European nations previously parts of the "socialist bloc." Focus upon political and economic transformation during and since the Gorbachev era.
- 361 African Politics (3)** This course explores political and economic development problems in contemporary Africa. It will explore pre-colonial African society, the impact of colonialism, problems facing the modern state of Africa, the exploitation of state institutions by elites, and the challenges democracy faces in the region.
- 362 Modern Latin American Politics (3)** This course introduces students to Latin American politics and political economy from the 1950s to the present. It will engage not only the historical and political significance of major events, but also what effect these events have on current politics. This course focuses on two issues that have defined political interaction on the continent: democracy (and/or the lack thereof) and the economy (and transitions to a market economy over time).
- 370 Third World Underdevelopment and Politics (3)** (*PR: PLSC 201 or SOC 201, or POI • XL: SOC 370*) An examination of the political, economic, and social factors that have led to the present state of underdevelopment in Africa and parts of Asia, Latin America, and the Indian subcontinent. Social scientific theories of underdevelopment and the role of the political system in the process of development are analyzed. Particular attention is given to the role of government in the economy, processes of economic reform, and the corresponding effects on poverty, income distribution, and other factors related to development.
- 380 Politics of the European Union (3)** The course will examine the role of the

European Union (EU) in modern Europe, using individual nation states as case studies. The course will include a survey of the political systems, parties, and contemporary issues of European Union countries.

- 387 Middle East Politics (3)** This course provides a survey of various political systems in the Middle East. The emphasis is upon the evolution of the state system and its contemporary challenges. Topics include nationalism; the role of secular and religious forces; economics development; and regional dynamics and their relationship to international politics.
- 398 Honors Research (3-6)**
- 440 Senior Capstone in Political Science (3)** (*PR: PLSC 205*) This course provides political science majors with the opportunity to apply what they have learned in political science classes over their college careers to fundamental concepts of government and political issues of the day as well as examining the relationship between the study of political science and career choice. These aims will be pursued in a two-part strategy. First, students will demonstrate the knowledge and skills that they have developed within the major by a standardized exit exam, written assignments, and oral presentations/discussions. Second, the course will expose students to the various career paths that are open to political science majors by guest lecturers and/or field trips.
- 442 Directed Studies (1-6)** Course designed to allow the student to pursue a topic of special interest under the direction of a member of the department. Hours and credit will be determined by the nature of the student's program of study. A maximum of six hours of credit may be earned in directed study.
- 444 Internship (1-6)**
- 446 Readings (1-3)**
- 448 Research (1-3)**
- 450 Seminar (1-3)**
- 452 Special Projects (3-6)**
- 458 Special Topics (3-6)**

PRLW • Pre-Law

- 2100 Introduction to Legal Studies (3)** (*XL: PLSC 210*) This course will introduce students to the basic structure and terminology of the American legal system, substantive areas of the law, and the basic processes of legal reasoning. Special emphasis on legal reading and writing will be given throughout the course. (Spring, Alternate years)
- 4007 Internship (1-6)**

PSYC • Psychology

- 201 Introductory Psychology (3)** Survey of the various topics of study in modern psychology and the different approaches to understanding these areas. Topics include sensation, perception, learning, memory, motivation, emotion, behavior pathology, social interaction, and personality.
- 205 Experimental Study of Behavior (4)** (*3 hrs. lecture, 3 hrs. lab weekly • PR: PSYC 201*) Experimental, survey, and observational methods of data collection. Emphasis on the role of theories, the logic of hypothesis testing, control of variables, correlational techniques, and data description and interpretation. Includes student participation in research projects covering a variety of content areas.

- 212 Child Psychology (3)** (*PR: PSYC 201*) A study of developmental psychology from conception to adolescence, including theories of child psychology and descriptive characteristics marking physical, social, and cognitive growth at each period of development. Special attention is given to the cultural and social forces that influence children and their development. Field experiences with children are available.
- 213 Adolescent Psychology (3)** (*PR: PSYC 201*) Principles and theories of adolescent psychology, including biological, cognitive, social, identity, and moral development. Attention to topics of current interest and opportunities for field experience with adolescents.
- 214 Psychology of Adulthood and Aging (3)** (*PR: PSYC 201; SO status*) A study of the theoretical and research knowledge about physical, intellectual, social, and personality development that takes place from adulthood until death. Several specific issues of adulthood and aging such as marriage, parenthood, family, vocations, retirement, and death are discussed.
- 217 Lifespan Development (3)** (*PR: PSYC 201*) Human development from birth to old age will be explored through the study of developmental processes and theories. Emphasis is placed on development as a lifelong process and how these processes affect human behavior. This course will include an examination of all forms of development across the lifespan: physical, cognitive, social, psychological, moral, and linguistic.
- 258 Special Topics (1-6)**
- 301 Abnormal Psychology (3)** (*PR: PSYC 201*) Integrative and multidimensional study of abnormal behavior. Disorders studied according to diagnostic classification, etiology, and treatment. Includes case studies presented by persons with disorders.
- 303 Educational Psychology (3)** (*PR: PSYC 201*) The principles and procedures of learning psychology applied to education with study of such topics as variables that affect learning, planning, directing, and evaluating learning. Attention is directed to contrasting theories of human learning as applied in educational settings.
- 307 Tests and Measurements (3)** (*PR: PSYC 201*) A study of the basic theory of testing as it relates to the practices of test construction, evaluation, and interpretation. Emphasis on a thorough treatment of the principles of achievement, aptitude, intelligence, and personality assessment.
- 310 Theories of Personality (3)** (*PR: PSYC 201*) A detailed study of classical and contemporary theories of personality. Theories studied according to classification, place in history of psychology, key concepts, personality development and dynamics, research methods and findings, application, and evaluation.
- 311 Personality Development in Young Adulthood (3)** (*PR: PSYC 201 • RE: PSYC 310*) An applied course in personality derived from personality theories explaining young adulthood. Topics and issues of relevancy in this life stage are studied in depth. Increased self-understanding is the objective.
- 312 Social Psychology (3)** (*PR: PSYC 201 or SOC 201 • XL: SOC 312*) A study of the relation of the individual to the social group. Topics include conformity, obedience, attitudes and persuasion, aggression, prejudice, and attraction.
- 315 Psychology of Religion (3)** (*PR: PSYC 201 or POI • XL: RELG 315*) This course focuses on religious beliefs, religious feelings, and behavior from a psychological perspective. Issues of interest include: religious development, conversion, the role of religious faith in promoting health and well-being in the individual, and compassion for others. The secular value of religion within a society and religion from an evolutionary perspective will also be explored.

- 316 Systems and Theories of Psychology (3)** (PR: PSYC 201) A study of the history of psychology and its development as a science. Emphasis on the major schools of thought of the past century including structuralism, functionalism, behaviorism, and Gestalt psychology. The effect of these movements on approaches to contemporary problems is stressed.
- 318 Physiological Psychology (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PSYC 201 • RE: BIOL 1150 and 1151 and minimum of 6 hrs. in psychology) Examines the biological bases of human behavior with primary emphasis upon the anatomy, physiology, and biochemistry of the nervous system. The biological substrates of motivation, sensation perception, emotion, and learning are investigated. Also designed to acquaint students with research techniques and subsequent theories that comprise physiological explanations of behavior.
- 322 Industrial/Organizational Psychology (3)** (PR: PSYC 201 or ECON 201 • XL: BADM 322) The application of psychology to workplace settings, including not only business and industry, but also non-profit organizations such as hospitals, government, and social agencies. Topics include employment recruitment and selection, organizational communication, motivation of workers, and performance evaluation. Topics are of special relevance to students who at some point in their careers expect to be in managerial or administrative positions within an organization, be it a business or non-profit organization.
- 324 Sport Psychology (3)** (PR: PSYC 201 • XL: PHED 324) Application of psychological principles to various aspects of sport. Topics include behavioral principles, motor learning, anxiety and arousal, mental preparation, leadership, team cohesion, audience effects, aggression, personality, assessment, gender roles, youth sport, coaching, and exercise psychology.
- 326 Criminal Behavior (3)** (PR: PSYC 201) A study of the antecedents of criminal behavior and its expression in various forms. Students will be asked to adopt a systems approach in which evidence from psychological, sociological, neurological, cognitive, and behavior genetics research is considered.
- 330 Human Sexuality (3)** (PR: PSYC 201) Sexuality is studied as a component of human behavior including such topics as biologically based behaviors, psychosocial influences, and communication within relationships. Informed decision-making is addressed within the contexts of respect, responsibility, and reality with sensitivity to diversity, moral values, and ethics.
- 361 Drugs and Behavior (3)** (PR: PSYC 201 and JR status) This course examines basic pharmacological principles and the physiological responses and behavioral effects of drugs on humans. Considered are the psychological effects, brain mode of action, and patterns of use of psychoactive agents, including stimulants, sedative/hypnotics, hallucinogens, marijuana, alcohol, over-the-counter drugs, cognitive enhancers, anti-anxiety agents, antidepressants, and anti-psychotics.
- 398 Honors Research (3-6)**
- 402 Principles and Procedures of Counseling (3)** (PR: PSYC 201 and JR or SR status • RE: PSYC 310) Study of theories, principles, and procedures of counseling. Emphasis on dynamics of behavior and communication skills. Application to human services professions.
- 403 Experimental Psychology: Principles of Learning and Behavior (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PSYC 201 and 205) Theoretical and atheoretical approaches to the study of classical and instrumental conditioning, discrimination learning, and reinforcement. Includes discussion of the practical applications of these principles and an opportunity for individual investigation.
- 404 Group Dynamics (3)** (2 hrs. lecture, 2 hrs. lab weekly • PR: PSYC 201 • Recommended: PSYC 402) Integrates theories and techniques for leading groups in human service settings. Students participate in experiential learning.

- 406 Experimental Psychology: Cognition (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PSYC 201 and 205) A study of human information processing, including a critical examination of attention, pattern recognition, memory, thinking, and problem solving. Emphasis on the evaluation of theoretical approaches both in discussion and in laboratory work.
- 407 Experimental Psychology: Sensation and Perception (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: PSYC 201 and 205) Survey of the various sensory modalities and principles of perception that contribute to conscious experience. Topics include perception of depth, color, motion, objects, and illusions as well as clinical deficiencies and psychophysics. Lecture supplemented by lab experiments and demonstrations.
- 440 Psychology Capstone (1)** (PR: SR status and PSYC major) Part of the capstone requirement for all majors who have not completed independent or honors research in psychology. Students might expand upon a topic on which they have done a term paper for another psychology class or a paper integrating courses from the major with field experience in an internship. A formal oral presentation on the topic will be made to the entire psychology faculty after a paper on the topic has been accepted.
- 442 Directed Studies in Psychology (1-3)** (PR: JR or SR status and PSYC major) In-depth study of the literature in an assigned area of psychology closely directed and supervised by instructor.
- 444 Internship in Psychology (1-6)** (PR: JR or SR status and PSYC major) Student observation and participation in a psychological field setting approved by the department. Required hours are based on College requirements and include regular class meetings.
- 446 Readings (1-9)**
- 448 Research in Psychology (3-6)** (PR: JR or SR status and PSYC major) Empirical research in some assigned area in psychology.
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-9)**

RELG • Religion

- 101 Old Testament Survey (3)** A survey of the Old Testament with attention to the history of the people of Israel, the development of the Israelite faith, and the composition of the Old Testament writings. (Fall and Spring)
- 110 New Testament Survey (3)** A survey of the New Testament with attention to its expression of the Christian faith and the historical development of its writings. (Fall and Spring)
- 201 Introduction to the Study of Religion and Philosophy (3)** (XL: PHIL 201) This course explores the nature of religion and the history of attempts to understand it. Its questions include: what is religion, how is it formed, and how should it properly be studied? In pursuing these questions, the course will examine myth and ritual, types of religious experience, truth claims of and about religion, ethics and theology, violence and religion, social dimensions of religion, and more. The course will also introduce the main approaches to the academic study of religion, such as sociology of religion, psychology of religion, history of religion, religion and art, ethics, and more. (Fall)
- 220 International Mission (3)** An introductory course dealing with the mission of the Church with emphasis on the international and cross-cultural aspects of that

mission. Possible areas of focus include (1) Biblical basis for mission, (2) some historical patterns of mission, (3) communicating the Gospel to people of other cultures, (4) some theological and moral issues in international mission such as hunger and justice, (5) various ways to be involved in missions today, and (6) partnership with national churches. (Alternate years)

258 Special Topics (1-6)

- 280 Third World Experiences and Seminar (4)** (PR: POI) Through experimental learning, readings, discussions, participatory learning activities, writing assignments, and study of selected biblical passages, class participants will be stimulated to critical thinking in regard to their own society. The course includes a week in a Third World country and a weekend at a homeless shelter in a large metropolitan area of the United States.
- 302 Christian Doctrine (3)** (PR: RELG 101 and 110, or POI) A systematic consideration of the major doctrines of the Christian faith with primary emphasis on the Protestant tradition.
- 308 Judaism (3)** (PR: RELG 101) An introductory overview of the writings, history, beliefs, and practices of Judaism. (Alternate years)
- 309 Genesis (3)** (PR: RELG 101) A study of the literary, historical, and theological issues arising from the book of Genesis. Special emphasis is given to the development of interpretive skills. Attention is also paid to questions of composition, archaeology, and comparative studies between the Bible and the ancient near East. (Alternate years)
- 310 World Religions (3)** (PR: RELG 101 and 110, or POI) An examination of the history, teachings, and practices of the major non-Western religions, including Hinduism, Buddhism, Jainism, Confucianism, Taoism, and Islam.
- 312 Women in the Bible (3)** (PR: RELG 101 and 110, or POI • XL: WGST 312) This course will consider the biblical accounts of women as well as the range and significance of the Bible's portrayal of women. This course is offered in conjunction with the Women's and Gender Studies Program. (Alternate years)
- 313 The Old Testament Prophets (3)** (PR: RELG 101) Begins with a study of early (pre-literary) Hebrew prophecy, moving to an examination of the literary development of the classical prophetic books. Concentration on prophets of 8th and 7th centuries B.C., especially Isaiah and Jeremiah, with attention to their relevance for modern times. (Alternate years)
- 315 Psychology of Religion (3)** (PR: PSYC 201 or POI • XL: PSYC 315) This course focuses on religious beliefs, religious feelings, and behavior from a psychological perspective. Issues of interest include religious development, conversion, the role of religious faith in promoting health and well-being in the individual, and compassion for others. The secular value of religion within a society and religion from an evolutionary perspective will also be explored. (Alternate years)
- 320 Introduction to Modern Christian Thought (3)** (PR: RELG 101 and 110) An introduction to the major Christian theologians of the 20th century. Both primary and secondary sources are consulted.
- 322 The Life of Jesus (3)** (PR: RELG 101 and 110) An examination of the four canonical Gospels along with their non-canonical counterparts utilizing historical-critical methodologies to probe their contexts, contents, and effects. (Alternate years)
- 330 Pauline Epistles (3)** (PR: RELG 101 and 110, or POI) An examination of the letters attributed to Paul in light of their historical contexts along with a consideration of their relevance for modern times. (Alternate years)
- 332 Hebrews and General Epistles (3)** (PR: RELG 101 and 110, or POI) An in-depth study of Hebrews and selected General Epistles in their historical

contexts along with consideration of contemporary issues related to these documents. (Alternate years)

- 333 **Apocalypticism to Extremism (3)** (PR: RELG 101 and 110, or POI) A study of Jewish, Christian, and Islamic apocalyptic texts and movements in history to the present day, with an intensive study of Revelation, interpretive approaches of apocalyptic texts, and the roles which apocalypticism has played and continues to play in the monotheistic religious traditions of Judaism, Christianity, and Islam, particularly in matters of religious extremism and radicalization. (Alternate years)
- 340 **Approaches to the Study of Religion (3)** (XL: PHIL 340) What is religion? What are its origins and what is its future? Is it a source of good or evil? This course will explore contested questions about the nature of religion and the proper way to study it through a survey of various approaches and topics such as theology, philosophy, history, psychology, sociology, anthropology, and cultural studies. Our central questions will be how to assess (a) religious claims and (b) claims about religion. (Alternate years)
- 343 **Contemporary Use of the Bible (3)** (PR: RELG 101 and 110, or POI) What is the Bible? In what sense can it be regarded as authoritative? How can it be used legitimately as a source of present day ethics, preaching, teaching, and personal guidance? What is the relationship of the Bible to modern history and science? These and similar questions will be addressed by considering the opinions of scholars and church leaders of varying perspectives and by critical analysis of contemporary speeches, sermons, articles, and popular literature.
- 344 **Survey of Sacred Music (3)** The history of sacred music with emphases on liturgies, hymns, sacred song, psalmody, and contemporary trends and issues. (Alternate years)
- 355 **Religion in America (3)** (XL: HIST 3244) A survey of the American religious experience from colonial times to the present with particular emphasis on the interaction of religion and American life. (Alternate years)
- 356 **The African-American Religious Experience (3)** An examination of the African-American contribution to the life of the American people from the period of slavery to the present. Particular emphasis on the relationship of African-American religion to American history and culture. (Alternate years)
- 357 **History of Christianity (3)** (XL: HIST 3441) A historical survey of Christianity from its beginnings to the present. Particular emphasis on the development of Christian thought and its expression in the Church. Primary and secondary sources are consulted. (Alternate years)
- 398 **Honors Research (3-6)**
- 404 **Hymnology (3)** A survey of the history of the hymn as primarily manifested through its practice in congregational song. (Alternate years)
- 410 **God and Globalization (3)** (XL: SOC 410) This course examines the relationship between religion and economics from a historical and a contemporary perspective. It examines the historical roots of capitalism through a reading of Adam Smith's classic, *The Wealth of Nations*, and Max Weber's *The Protestant Ethic and the Spirit of Capitalism*. Contemporary issues relating to globalization, the process by which international trade has dramatically increased, are examined in the second half of the course. The impact of globalization on developed as well as developing societies will be considered from the perspective of religious and social life.
- 418 **Bonhoeffer's Theology and Ethics (3)** What is the heart of discipleship? How might Christian community be shaped by practices of private and public devotion and worship? Who is Jesus Christ for us today? This course will address

these questions in light of the theology and ethics of Dietrich Bonhoeffer. We will also examine Bonhoeffer's involvement in Christian resistance movements against the Nazis in Germany during the 1930s and 1940s. Readings will include *The Cost of Discipleship*, *Life Together*, *Prayerbook of the Bible*, and *Ethics*.

- 420 **Virtue and Vice (3)** What does true virtue look like? Is it humanly possible to be without vice? This course will examine answers to these questions with guidance from major Christian thinkers including Augustine, Aquinas, Luther, and Erasmus. Attention will also be given to the role of 16th and 17th century theater in the formation of the moral virtues.
- 440 **Capstone Seminar in Religion and Philosophy (3)** (PR: PHIL/RELG 340 • XL: R-CE 440) This research seminar is designed to give religion majors the opportunity to identify a timely research topic, hone their research skills, write a significant research paper, present their findings in an open seminar format, and hear formal responses from their peers. Students will draw from their major course work in religious studies and across the College's curriculum to address a selected topic in a holistic and integrative fashion as both a presenter and respondent.
- 442 **Directed Studies (1-3)** (PR: POI and department chair) Independent reading and/or research in an area of the student's special interest. A plan including a statement of the purpose of the study, a bibliography, and the nature of any paper(s) to be written or project(s) to be completed must be approved by the instructor and the department chair at start of the term.
- 444 **Internship (1-6)**
- 446 **Readings (1-9)**
- 448 **Research (1-9)**
- 450 **Seminar (1-9)**
- 452 **Special Projects (1-9)**
- 458 **Special Topics (1-6)**

R-CE • Religion – Christian Education

- 301 **Introduction to Christian Education (3)** A survey of the foundational issues underlying Christian education with emphases on biblical, theological, philosophical, historical, and psychological themes. Significant time will also be dedicated to curriculum and design and the selection of curriculum resources. Activities and discussions take place against the background of observations in a local church.
- 310 **Lifelong Discipleship (3)** This course examines the distinctive theories and practices for the developmental stage of faith and life (children, youth, and adults) and provides students with the opportunity to focus on skills for one area while understanding how each part relates and integrates with the whole.
- 312 **The Craft and Creativity of Teaching (3)** Teaching is a creative process in which both art and science are employed for effective communicating of ideas and concepts. This course offers students the opportunity to cultivate, strengthen and grow in their abilities to teach at every developmental stage of life through investigating, experiencing, creating and evaluating teaching methods, models and theories. (Spring)
- 315 **Mission Education (3)** This course examines and equips students in the areas of cross cultural experiences and competency; educating churches, organizations, disciples, community leadership and volunteers on the difference between and the need for both charity and justice; the discipline of putting faith into action

with theological reflection; and the planning, administering and leading of mission trips.

- 323 Advocacy and Ministry with Children and Their Families (3)** An analysis of practices and programs in family and child education in the church from a developmental perspective. Emphasis on lesson planning and the development of teaching skills.
- 324 Ministries with Youth and Their Families (3)** An analysis of contemporary culture and the role Christian education can play in the lives of young people. Emphasis on program design and the development of teaching skills.
- 330 Leadership in Congregations and Faith Based Non-Profit Organizations (3)** This course is an analysis of leadership styles, systems theories, and practices that strengthen congregations and non-profit organizations. Emphasis will be given to planning, visioning, working with governing bodies and boards, and fiduciary responsibilities.
- 355 Womanist, Feminist and Liberation Theo-Pedagogies (3)** (*XL: WGST 355*) This course provides students the opportunity to hear and examine the voices who have historically been structurally silenced and oppressed. It will examine major issues and thinkers in womanist, feminist and liberation theologies and pedagogies through integrative study. It will move from context to theology and into the pedagogies that emerge as we engage and empower.
- 405 Field Work in Christian Education (1.5-3)** (*PR: R-CE 301 or POI*) Supervised field work in a church or institution done in the area of the student's interest (youth, handicapped, children, etc.) and approved by the professor. May be completed in one or two semesters or a summer.
- 439 Bible, Theology and Theory for Christian Education (3)** (*PR: R-CE 301, 310, 350, RELG 101, 110, 302 or POI*) This course is an opportunity for students to demonstrate that they have learned to think critically about the intersection of bible, theory, theology and practical application, and requires students to identify a problem within a specific context of the community of faith, propose a solution, and support the proposition with new way of thinking to be enacted. Students will write an educational theory within the field of religion-Christian education and draw both from their major course work within the department as well as across the college's curriculum to address the selected topic in a holistic and integrated fashion.
- 440 Christian Education Capstone: Program and Leadership Development (3)** (*PR: RELG 101, 110, 302; R-CE 301 or POI • XL: RELG 440*) An analysis of the profession of Christian education and how educational programs and leadership are exercised in the church. Students will do research projects and make public presentations of their findings.
- 442 Directed Studies (3-6)**
- 444 Internship (1-6)**
- 446 Readings (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

SOC • Sociology

- 201 Introductory Sociology (3)** Overview of structure and dynamics of human societies. Topics include sociological theories and methods, culture, social organization, institutions, communities, social stratification, population, and

- social change. (Fall and Spring)
- 206 **Social Problems (3)** Problem areas in our society, including medical care, poverty and dependency, crime, alcoholism, sexual deviancy, race relations, and environmental concerns. (Alternate years)
- 207 **Introduction to Anthropology (3)** Study of people as cultural being. Includes recent findings of physical anthropology and archaeology, as well as in-depth study of selected non-literate societies.
- 258 **Special Topics (1-6)**
- 302 **Marriage and the Family (3)** (PR: SOC 201 or POI) A sociology of the family, including those in other cultures. A functional study of marital problem areas, including sexuality, parenthood, and aging.
- 303 **Sociology of the Contemporary South (3)** (PR: SOC 201 or POI) An examination of continuity and change in the subculture of the American South. Consideration will be given to regional identity, stereotypes, and images and to institutions found in the contemporary South. Also includes discussion of the South's future as a distinctive region. (Alternate years)
- 309 **Criminology (3)** (PR: SOC 201 or POI) Crime, delinquency, and correction in American society. Police and legal problems.
- 310 **Urban Sociology (3)** (PR: SOC 201 or POI) The human community as unit of social organization. Topics include historical development of cities, development of suburbs, urbanism as a way of life, metropolitan dynamics, and urban problems. Consideration of urban areas throughout the world. (Alternate years)
- 311 **Sociological Theory and Social Policy (3)** (PR: SOC 201 or POI) An examination of the major theorists of the classical period of sociology and the major theoretical perspectives that have emerged in the contemporary period. The course analyzes the social foundations of the various perspectives and focuses on the implications of the various theories for social policy.
- 312 **Social Psychology (3)** (PR: SOC 201 or PSYC 201 • XL: PSYC 312) A study of the relation of the individual to the social group. Emphasis on social factors in perception, motivation, emotion, crowd behavior, and prejudice.
- 325 **Sociology of Aging and the Life Course (3)** (PR: SOC 201) A study of the social phenomenon of aging. Special attention is given to social roles of the elderly in the family, economy, community, and religion. Further consideration will be given to special problems facing the elderly such as health, care giving, and poverty, and to exploring the role of the state in helping older adults.
- 326 **Sociology of Work and Occupations (3)** (PR: SOC 201) A study of sociological perspectives on the changing nature and organization of work and the economy within American society and globally. Inequalities on the basis of gender, age, race, and social class are explored. Work structures, types of occupations, and global capitalism are also considered. (Alternate years)
- 360 **World Population Issues (3)** (PR: SOC 201 or POI) Analysis of human population, its size, distribution, structure, and change from the social demographic perspective. Topics include fertility, mortality, migration, population trends, and population issues and policies.
- 362 **Social Inequality (3)** (PR: SOC 201 or POI) Examination of social inequality in American society from a sociological perspective. Topics include class divisions, unequal access to goods and services, means utilized to maintain social inequality, and the dynamics of gender inequality. (Alternate years)
- 363 **The Sociology of Gender (3)** (PR: SOC 201) A sociological analysis of the development and role of gender in human society. The course addresses how gender is socially constructed and the key issues for men and women that emerge in diverse social environments such as the home and workplace and in educational, religious, and political institutions.

- 364 Race and Ethnic Relations (3)** (*PR: SOC 201 or POI*) An examination of sociological perspectives on majority-minority relations and of the histories and cultures of particular racial and ethnic groups in the United States, including Afro-Americans, Native Americans, Mexican-Americans, Puerto Ricans, Chinese-Americans, and Japanese-Americans. (Alternate years)
- 366 Social Movements (3)** (*PR: SOC 201 or POI*) A study of the general characteristics of social movements. Two or more particular movements such as the African-American movement, Third World national liberation movements, the women's movement, and the ecology movement will be discussed. (Alternate years)
- 370 Third World Underdevelopment and Politics (3)** (*PR: PLSC 201 or SOC 201, or POI • XL: PLSC 370*) An examination of the political, economic, and social factors that have led to the present state of underdevelopment in Africa and parts of Asia, Latin America, and the Indian subcontinent. Social scientific theories of underdevelopment and the role of the political system in the process of development are analyzed. Particular attention is given to the role of government in the economy, processes of economic reform, and the corresponding effects on poverty, income distribution, and other factors related to development.
- 398 Honors Research (3-6)**
- 410 God and Globalization (3)** (*XL: RELG 410*) This course examines the relationship between religion and economics from a historical and a contemporary perspective. We will examine the historical roots of capitalism through a reading of Adam Smith's classic, *The Wealth of Nations*, and Max Weber's *The Protestant Ethic and the Spirit of Capitalism*. Contemporary issues relating to globalization, the process by which international trade has dramatically increased, will be examined in the second half of the course. The impact of globalization on developed as well as developing societies will be considered from the perspective of religious and social life.
- 423 Research Methods (3)** (*PR: POI*) Research methods in the social sciences including causal analysis, sampling, scale construction, research designs, data analysis, and research proposals.
- 424 Field Inquiry in Sociology (3)** (*PR: SOC 423*) Students design and execute research projects under supervision. Introduction to data analysis and computer usage. Final paper must be presented orally.
- 442 Directed Studies (1-9)**
- 444 Internship (1-6)**
- 446 Reading (1-9)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**

SOST • Southern Studies

- 205 Introduction to Southern Studies (3)** (*PR: ENGL 1001 and 1002*) An introduction to the culture, history, literature, and art of the South, covering periods from the earliest settlers to contemporary times.
- 314 Southern Literature (3)** (*PR: ENGL 2203 for English majors/minors or SOST 205 for Southern studies minors • XL: ENGL 3360*) A survey of significant Southern writing from Colonial days to the present. Particular attention will be paid to the writers of the 20th century. (Alternate years)

- 315 Appalachian Literature (3)** (PR: ENGL 1001 and 1002; ENGL 2203 for English majors/minors or SOST 205 for Southern Studies minors • XL: ENGL 3361) A survey of Appalachian fiction, poetry, and drama from the 1920s to the present, focusing on cultural identity, landscape, musical and religious heritage, regionalism, and migration experiences.
- 442 Directed Studies (3)** (Open to Southern Studies minors who have completed at least nine additional hours towards the Southern Studies minor, including SOST 205) Designed to allow the student to pursue a topic of special interest under the direction of a faculty member who teaches courses that count towards the SOST minor.
- 444 Internship (1-3)**
- 448 Research (1-3)**
- 452 Special Projects (3)**
- 458 Special Topics (1-6)**

SPAN • Spanish

- 101 Introductory Spanish I (4)** A basic course designed to develop speaking, listening, reading, and writing skills and an awareness of Hispanic culture.
- 102 Introductory Spanish II (4)** (PR: SPAN 101 or placement) A continuation of SPAN 101.
- 1003 Spanish for Educators (3)** (PR: Prior experience in Spanish is suggested, but not required) This course provides students preparing to enter the workforce as early childhood, elementary, and secondary educators with the Spanish conversational skills and cultural competency needed to communicate effectively in a school setting with bilingual or heritage learners and their parents or guardians. By the end of the course, students will be able to ask for personal information, give basic classroom instructions, and explain school events or procedures to parents/guardians. Communication skills will be developed in simulated classroom and school situations, within a Hispanic cultural perspective. (Spring)
- 151 Accelerated Introductory Spanish (4)** An accelerated course for students with previous study of Spanish. Continues the development of fundamental skills with an emphasis on speaking and comprehension. (Credit cannot be received for both 151 and 102.)
- 201 Intermediate Spanish I (3)** (PR: SPAN 102, 151, or placement) A study of Hispanic culture accompanied by a thorough review of grammar and continued oral-aural work as well as continued practice in writing.
- 202 Intermediate Spanish II (3)** (PR: SPAN 201 or placement) A continuation of SPAN 201.
- 258 Special Topics (1-6)**
- 300 Introduction to Literary Genres (3)** (PR: SPAN 202 or POI) An introduction to the critical reading and analysis of poetry, narrative, and drama.
- 301 Advanced Spanish Composition and Conversation I (3)** (PR: SPAN 202) An advanced course designed to develop skills in oral and written communication in Spanish. Discussions, oral presentations, and essays on material from Spanish magazine articles, short stories, and tapes.
- 302 Advanced Spanish Composition and Conversation II (3)** (PR: SPAN 301) A continuation of SPAN 301.
- 308 Spanish for the Professions (3)** (PR: SPAN 202) This course is designed to allow students to acquire skills in the Spanish language as used in the professional world. They will become familiar with specialized terminology in different professional areas such as international business and advertisement, commerce

and banking, health and medical care, among others. Students will practice the Spanish language in simulated work-type situations that are frequent in professional contexts: company meetings, professional presentations, formal/informal conversations with visitors, discussion of new regulations and legal procedures, exchanging ideas with colleagues, all within the context of the practices and traditions of Hispanic culture.

- 315 **Spanish Civilization (3)** (PR: SPAN 300, 301 or 302, or POI) A study of Spanish civilization with emphases on geography, history, social structure, and artistic contributions of the society.
- 316 **Latin American Civilization (3)** (PR: SPAN 300, 301 or 302, or POI) A study of Latin American civilization from the pre-Columbian era to the present, including history, geography, politics, and artistic contributions of the society.
- 318 **Political Violence and Culture in Latin America (3)** (PR: SPAN 300 or POI • XL: LAST 318) The 20th century saw Latin America preoccupied by the struggle over socialism and communism. This course will examine cultural representations of this struggle through film and short stories. Films will have subtitles and short stories will be available in English and Spanish.
- 321 **Survey of Spanish Literature I (3)** (PR: SPAN 300 or POI) An introduction to Spanish literature from its beginnings through the 18th century.
- 322 **Survey of Spanish Literature II (3)** (PR: SPAN 300 or POI) An overview of Spanish literature of the 19th and 20th centuries.
- 324 **Contemporary Brazilian Film (3)** (PR: SPAN 300 or POI) This course focuses on the development of Brazilian film from precursors of the “Cinema Novo” movement of the 1950s and 1960s to the recent resurgence in Brazilian cinematography since the late 1990s.
- 331 **Survey of Spanish-American Literature I (3)** (PR: SPAN 300 or POI) An introduction to various genres written from the colonial period to modernism.
- 332 **Survey of Spanish-American Literature II (3)** (PR: SPAN 300 or POI) An overview of the principal literary movements from modernism to the present.
- 333 **Issues in Spain (3)** (PR: SPAN 300, 301 or 302, or POI • May be taken more than once for credit) This seminar focuses on issues in modern Spain. Possible topics include the role of Spain in the European Union, globalism, immigration, nationalism and identity, terrorism, post-civil war generation, gender and sexuality, and the role of the Catholic Church in the 21st century.
- 334 **Issues in Latin America (3)** (PR: SPAN 300, 301 or 302, or POI • May be taken more than once for credit) This seminar focuses on issues in Latin America. Possible topics include the representation and voice of Latinos/Hispanics in the United States, interventionism, exile and migration, globalism, and indigenous cultures.
- 341 **Business Spanish (3)** (PR: SPAN 202) A course designed to perfect skills in the language and procedures used by the Hispanic business world. Includes terminology and methods used in marketing, labor relations, international commerce, and banking; practice in interpreting and writing for business use; and acquaintance with the history, geography, culture, and economic status of the Spanish-speaking nations.
- 343 **Spanish Apprenticeship (3)** (PR: SPAN 300, 301 or 302, or POI) Students observe beginning language classes and eventually teach segments of the course and prepare audio-visual materials and tests under the close supervision of the first-year teacher.
- 350 **Latin American Cinema (3)** (PR: SPAN 300 or POI • XL: LAST 350) This course focuses on the development of Latin-American film in the major

filmmaking countries: Brazil, Mexico, Argentina, and Cuba. The course explores the nature of film itself, contextualizing cinematic production with historic, social, and aesthetic tensions in the construction of Latin-American identity.

398 **Honors Research (3-6)** (CO: SPAN 440)

440 **Senior Capstone in Spanish (1)** (PR: JR or SR status) The Senior Capstone in Spanish assesses overall knowledge of the Spanish language and the culture and civilization of the Hispanic world. As a form of summative assessment of oral and written skills in the Spanish language, the capstone project integrates communicative, linguistic, and intercultural competence.

442 **Directed Studies in Spanish (3-9)** (PR: SPAN 202 and SPAN major) Open to students planning to major in Spanish who will complete their major with a junior year abroad or for students taking Spanish as the second foreign language for a modern foreign languages major; readings and research on a topic approved by the department.

444 **Internship (1-6)**

446 **Readings (1-9)**

448 **Research (1-9)**

450 **Seminar (1-9)**

452 **Special Projects (1-9)**

458 **Special Topics in Spanish (1-6)** (PR: SPAN 202) Directed independent study on a topic approved by the department.

SPCH • Speech

201 **Public Speaking (3)** An introduction to the basic principles of effective communication. Speeches assigned on various topics and constructive criticism given. Poise and skill in public presentation of speeches emphasized.

STAT • Statistics

319 **Business Statistics (4)** (3 hrs. lecture, 3 hrs. lab weekly • PR: Junior status or POI) A course dealing with basic statistical concepts and methods: organization and presentation of data, probability, probability distribution, sampling distributions, simple regression and correlation, confidence intervals, and hypothesis testing. (Fall and Spring)

320 **Research Statistics (4)** (3 hrs. lecture, 3 hrs. lab weekly) A basic course in statistics with special attention to applications in behavioral, biological, and social science research. Includes organization and presentation of data, measures of central tendency and variability, sampling, regression and correlation, and hypothesis testing to include analysis of variance.

THEA • Theatre

1000 **Introduction to Theatre (3)** Students in this course will be introduced to the practice of theatre through active learning exercises and reflective writing and will create their own theatre art. After studying the basic principles of interpreting plays for the stage, students will focus on adaptation and documentary theatre through the ensemble creation of new work.

1200 **The Design Process (3)** In this course, students will be introduced to the work of the theatre designer from the conceptual process through to the finished product of set, costumes, and lights with emphasis on the visual communication

- of meaning and the relationship of the designer to the total production process. Students will work conceptually on class projects and experientially on the departmental production. (Fall)
- 1300 The Acting Process (3)** (PR: *THEA 1000 or POI*) In this introductory acting class, students will learn to convey ideas to an audience with clarity. Through exercises in voice and diction as well as physical training, students will develop and strengthen their communication skills for use in the theatre and in everyday life. The class will focus on the relationship between the actor's craft and the artistic purpose of the production. (Spring)
- 1400 Movement Styles I (3)** An interdisciplinary approach to movement which incorporates yoga, ballet, and modern dance. With a focus on balance and alignment, students develop an awareness of dance through collaboration, ensemble performance, and choreography. (Spring, odd years)
- 1401 Movement Styles II (3)** An interdisciplinary approach to movement, which incorporates African Dance, Jazz, and Hip Hop. Students will research the history of each dance style and then choreograph dances utilizing African, Jazz, and Hip Hop dance techniques. (Spring, even years)
- 2100 Theatre History I (3)** A survey of the history of theatre practice and critical theory from ancient times until the end of the 18th century. Emphasis will be placed on the theatre of Ancient Greece, Medieval theatre, Asian theatre, the theatre of the Renaissance in England, Spain, Italy, and France; and the English Restoration theatre. Methods of study will include lectures, readings, class discussions, and group projects. (Fall, even years)
- 2101 Theatre History II (3)** An investigation into the practice, aesthetics, and ethics of political and applied theatre, focusing on political theatre's response to war and to political oppression in the 20th and 21st centuries. (Fall, odd years)
- 2103 African-American Theatre (3)** A course on the stylistic trends in modern African-American theatre, using the works of a selection of African-American playwrights as examples of the theatre of their time. Students will consider the ethical implications involved when critiquing work that has a specific cultural basis. (Spring, odd years)
- 2104 Intercultural Theatre (3)** In this course, students will investigate contemporary intercultural performance practice in the context of globalization and consider the ethical and artistic implications when a style is adapted for use outside of its parent culture. (Spring, even years)
- 2300 Adaptation (3)** (PR: *THEA 1000 or CRWR 2100, 2200, 2300 or 2400*) In this course, students will learn how to adapt a non-theatrical text for the stage. Students will focus on writing and directing original one act plays. (Fall, even years)
- 2301 Documentary Theatre (3)** (PR: *THEA 1000 or CRWR 2100, 2200, 2300 or 2400*) In this course, students will study a historical figure or time period and write and direct a one-act play based on that research. (Fall, odd years)
- 2500 Special Topics (1-6)**
- 3000 Theatre for Social Change (3)** (PR: *THEA 1300 or POI*) This course will investigate the history of theatre for social change. It will then explore the process of collective creation by developing a production from concept to final performance. (Spring, odd years)
- 3001 Devised Theatre (3)** (PR: *THEA 1000, 1200, 1300, or POI*) In this course, students will use theatrical modes of expression, including, but not limited to, poetry, music, and movement, to investigate the inner landscape of self. They will then explore the process of collective creation by developing a production from concept to final performance. (Spring, even years)

- 4000 Theatre for Social Change: Capstone (3)** (PR: *THEA Major and SR Status*) This course will investigate the history of theatre for social change and explore the process of collective creation by developing a production from concept to final performance. Senior theatre students will demonstrate their understanding of theatre art during the production process and in reflective activities. (Spring, odd years)
- 4001 Devised Theatre: Capstone (3)** (PR: *THEA major and SR Status*) In this course, students will use theatrical modes of expression including, but not limited to, poetry, music, and movement, to investigate the inner landscape of self and develop a production from concept to final performance. Senior theatre majors will demonstrate their understanding of theatre art during the production process and in reflective activities. (Spring, even years)
- 4002 Special Projects (3-6)** (PR: *JR or SR status, or permission of major professor*) This course will normally involve student participation in an off-campus project.
- 4003 Honors Research (3-6)**
- 4005 Directed Study (1-6)** (PR: *JR or SR status, THEA major, and approval of major professor*) Directed independent study in one or more of the following areas: (1) the teaching of drama and speech, (2) dramatic literature, (3) acting, (4) directing, and (5) technical theatre.
- 4006 Seminar (1-9)**
- 4007 Internship in Theatre (1-6)** (PR: *THEA 1000 and 15 additional hours of theatre*) Open only to theatre majors. Internships may be pursued in acting, stage managing, design, technical theatre, or related fields approved by the student's adviser and the drama faculty. The student's work will be closely supervised in the company in which the internship is undertaken, and he/she must submit weekly written reports and a final written report to his/her faculty supervisor. A student may not earn more than six hours in internship programs in theatre.
- 4009 Special Topics (1-6)**

WGST • Women's and Gender Studies

- 225 Introduction to Women's and Gender Studies (3)** An interdisciplinary course that studies the roles, images, contributions, and experiences of women of various races, classes, and cultures, and concludes with a research or service-learning project.
- 258 Special Topics (1-6)**
- 312 Women in the Bible (3)** (PR: *RELG 101 and 110, or POI • XL: RELG 312*) This course will consider the biblical accounts of women as well as the range and significance of the Bible's portrayal of women. This course is offered in conjunction with the Women's and Studies Program. (Alternate years)
- 355 Womanist, Feminist and Liberation Theo-Pedagogies (3)** (XL: *R-CE 355*) This course provides students the opportunity to hear and examine the voices who have historically been structurally silenced and oppressed. It will examine major issues and thinkers in womanist, feminist and liberation theologies and pedagogies through integrative study. It will move from context to theology and into the pedagogies that emerge as we engage and empower.
- 442 Directed Studies (3-6)**
- 444 Internship (1-6)**
- 448 Research (1-9)**
- 450 Seminar (1-9)**
- 452 Special Projects (1-9)**
- 458 Special Topics (1-6)**



Reference

2016-2017 ACADEMIC CALENDAR
FALL 2016 SEMESTER

AUGUST 2016

- 20 Saturday.....Residential Facilities Open for New Students
- 21 Sunday.....Residential Facilities Open for Returning Students
- 22-23 Monday-TuesdayWelcome Back Events for Students
- 23 Tuesday.....Opening Convocation & Signing of the Honor Roll
- 24 Wednesday.....Regular Class Schedule Begins
- 30 Tuesday.....Last Day for Late Registration or Change of
Schedule (Drop/Add)

SEPTEMBER 2016

- 16 Friday.....Incomplete Grades for Spring and
Summer Due to Registrar

OCTOBER 2016

- 10-11 Monday-TuesdayFall Break
- 14 Friday.....Mid-Term Grades Due

NOVEMBER 2016

- 4 Friday.....Last Day to Drop a Course with a Grade of W
- 23-25 Wednesday-Friday.....Thanksgiving Holidays

DECEMBER 2016

- 6 Tuesday.....Last Day of Classes
- 7 Wednesday.....Reading Day
- 8-12. Thursday-Monday.....Final Exams
- 13 Tuesday.....Residential Facilities Close for All Students
- 14 Wednesday.....Final Grades Due – 12:00 p.m.

Final Exams	Thurs. – Dec. 8	Fri. – Dec. 9	Sat. – Dec. 10	Mon. – Dec. 12
8:30 a.m.	I	E	D	G
1:30 p.m.	H	C	F	J
5:30 p.m.	A	K	B	L/M

SPRING 2017 SEMESTER

JANUARY 2017

- 10 Tuesday.....Residential Facilities Open for All Students
- 11 Wednesday.....Regular Class Schedule Begins
- 16 Monday.....Martin Luther King, Jr., Holiday
- 17 Tuesday.....Last Day for Late Registration or
Change of Schedule (Drop/Add)

FEBRUARY 2017

- 14. Tuesday.....Incomplete Grades for Fall Due to Registrar
- 22 Wednesday.....Assessment Day
- 27-Mar. 3 Monday-Friday.....Spring Break

MARCH 2017

- 17 Friday.....Mid-Term Grades Due
- 31 Friday.....Last Day to Drop a Course with a Grade of W

APRIL 2017

- 14-17 Friday-Monday Easter Holidays
- 20 Thursday Honors Day

Final Exams	Thurs. – May 4	Fri. – May 5	Sat. – May 6	Mon. – May 8
8:30 a.m.	J	H	K	I
1:30 p.m.	D	E	G	A
5:30 p.m.	F	C	B	L/M

MAY 2017

- 2 Tuesday Last Day of Classes
- 3 Wednesday Reading Day
- 4-8 Thursday-Monday Final Exams
- 9 Tuesday Residential Facilities Close for Non-graduates
- 9 Tuesday Grades Due for Graduating Seniors – 12:00 p.m.
- 10 Wednesday Other Final Grades Due – 12:00 p.m.
- 12 Friday Educator Induction Ceremony
ROTC Commissioning Baccalaureate Service
- 13 Saturday Commencement
- 13 Saturday Residential Facilities Close for All Students

SUMMER SCHOOL 2017

FIRST SESSION

MAY 2017

- 30 Tuesday Students Arrive
- 30 Tuesday Registration (Classes Meet in Afternoon)
- 31 Wednesday Regular Class Schedule Begins

JUNE 2017

- 28 Wednesday Last Day of SS I Classes
- 29-30 Thursday-Friday SS I Final Exams
- July 3 Monday SS I Final Grades Due – 9:00 a.m.

Final Exams	Thurs., June 29	Fri., June 30
8:30 a.m.	B	C
1:30 p.m.	A	

SECOND SESSION

JULY 2017

- 3 Monday Students Arrive
- 3 Monday Registration (Classes Meet in Afternoon)
- 4 Tuesday Independence Day (No Classes)
- 5 Wednesday Regular Class Schedule Begins

AUGUST 2017

- 2 Wednesday Last Day of SS II Classes
- 3-4 Thursday-Friday SS II Final Exams
- 7 Monday SS II Final Grades Due – 9:00 a.m.

Final Exams	Thurs., Aug. 3	Fri., Aug. 4
8:30 a.m.	C	A
1:30 p.m.	B	

Board of Trustees

(Dates in parentheses denote the year the individual joined PC's Board of Trustees and the expiration of the current term)

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Covington, GA

Allen C. McSween (2007, 2016)

Senior Pastor (retired), Fourth Presbyterian Church
Greenville, SC

Thomas R. Parrish (2009, 2017)

Regional Insurance President, BB&T Insurance Services, Inc.
Clinton, SC

Richard P. Spencer (2008, 2016)

Managing Director, Henagan Spencer Capital Partners
Atlanta, GA

John H. Stroud (2013, 2018)

President, O'Dell Corporation
Greenwood, SC

Presbyterian Church (U.S.A.) Trustees

Thomas H. Milton (2010, 2018)

President, THM Group, Inc.; SVP/ Managing Director (retired), Merrill Lynch
Greensboro, NC

David F. Parker (2010, 2018)

Senior Vice President and U.S. Finance Market Segment Leader, Colonial Life Insurance
Elgin, SC

Rev. Jeri Parris Perkins (2016, 2018)

Pastor and Head of Staff, First Presbyterian Church
Clinton, SC

G. Patrick Phillips (1999-2006; 2009, 2017)

Senior Executive of Bank of America (retired)
Charlotte, NC

Dr. Stan Reid (2016, 2018)

Stated Supply Pastor, Grace Covenant Presbyterian Church
Mauldin, SC

Trustees-At-Large

Hartwell Dew (2016, 2018)

Executive Vice President, Guy Carpenters and Co., LLC
Atlanta, GA

E. G. Lassiter (2015, 2017)

Chairman and CEO (Retired), RSUI Group
Atlanta, GA

L. Thompson Lawson III (2013, 2018)

Managing Director, Fixed Income Sales, Wells Fargo Securities (retired)
Charlotte, NC

James L. Medford (2011, 2016)

President, CEO, Chairman, Aaron Industries, Inc. (retired)
Greenwood, SC

Ted Pitts (2016, 2018)

President and CEO, South Carolina Chamber of Commerce
Columbia, SC

Louise R. Slater (2016, 2018)

Partner, The Price Group
Columbia, SC

James W. Spradley, Jr. (2009, 2017)

Chief Executive Officer, Standard Candy Company, Inc.
Nashville, TN

James D. Samples, Jr. (2010, 2018)

President, Home and Garden Television
Knoxville, TN

Robert Vingi (2016, 2018)

Managing Director, Investments, Wells Fargo
Charleston, SC

Alumni Representative

L. John Jeselnik, Jr. (2016, 2018)

Principal, EZ Way Farm
Augusta, GA

Brittany F. Reese (2015, 2017)

Attorney-at-Law
Greenwood, SC

Consulting Trustee

James H. Powell (2002-2010; 2012, 2016)

President and CEO, Highland Commercial Bank
Marietta, GA

Officers of the Board

G. Patrick Phillips, Chair
David F. Parker, Vice Chair
Brittany F. Reese, Secretary

Emeriti Trustees

Ronald W. Allen, Atlanta, GA (1995-2007)

James H. Barnhardt, Jr., Charlotte, NC (1999-2007)

William C. Gaston, Atlanta, GA (1999-2006)

William W. Gaston, Atlanta, GA (1999-2006)

Irwin Belk, Charlotte, NC (1976, 2009: 2009)

George H. Cornelson, Clinton, SC (1959-1968; 1994-2002; 2003-2005: 2006)

William W. Gaston, Decatur, GA (1980-1989:1997)

Richard H. Monk, Jr., Birmingham, AL (1987-1990; 1991, 2002: 2003)

William A. L. Sibley, Jr., Greenville, SC (1996-2004; 2005-2007: 2008)

James W. Spradley, Eastman, GA (1972-1980; 1981-1990; 1992, 2000: 2001)

Officers, Deans, and Directors of the College

(Date in parentheses denotes the year the individual joined PC's staff)

Daniel M. Adams, Director of Student Involvement (2012)
B.S., *Clemson University*; M.Ed., *Clemson University*

J. Alicia Askew, Dean of Academic Programs and Associate Professor of Psychology (2004)
B.S., *Presbyterian College*; M.S., Ph.D., *University of Georgia*

Norman B. Bryan, Jr., Director of Institutional Research and Assessment (2007)
B.S., *Georgia State University*; M.R.E., *Southern Baptist Theological Seminary*;
M.S., *Eastern Kentucky University*; Ph.D., *Georgia State University*

R. Matthew Cain, Director of Major Gifts - Athletics (2008)
B.S., *Furman University*; M.Ed., *Vanderbilt University*

David W. Chatham, Director of the James H. Thomason Library (2004)
B.A., *Drew University*; M.A., *Colorado State University*; M.L.S., *University of Washington*

Michael D. Crisp, Executive Director of Campus Services (2014)

Dawn D. Durham, Controller (2013)
B.A., *Converse College*

Barbara H. Fayad, Vice President for Human Resources and Title IX (2001)
B.S., *Newberry College*

Brian J. Fortman, Dean of Enrollment Management (2008)
B.A., M.S., *Goucher College*

Mark O. Fox, Director of Admissions (2009)
B.S., *Presbyterian College*

L. Clifton Fuhrman Jr., Dean of the School of Pharmacy (2008)
B.S., Ph.D., *University of South Carolina*

Susan Gentry-Teasley, Director of Counseling Services (2007)
B.A., M.S.W., *University of South Carolina*

Brittany J. Goodson, Coordinator for Academic Success (2016)
B.S., *Presbyterian College*, M.A., *The Citadel Graduate College*

Viet X. Ha, Director of International Programs (2009)
B.A., *Gordon College*; M.A., *School for International Training*

M. Jonathan Hooks, Creative Director (1999)
B.F.A., *Clemson University*

Grady Jones, Vice President of Advancement, Marketing, Public Relations,
and Communications (2014)
B.S., *Oakland City University*; M.A., CFRM, *Indiana University*

Nelson W. Jones, Director of Sports Medicine (1986)
B.S., *East Tennessee State University*; M.A., *Furman University*

Jason Koenig, *Director of Auxiliary Services (2016)*

Jason Lackey, *Director of Facilities Services (2016)*

Kim Lane, Associate Dean of Career Development & Director of Student Success (2015)
B.B.A., *Ohio University*; M.S., *University of West Alabama*

Linda J. McAnnally, Director of Financial Aid (2013)
B.S., *University of Alabama*; M.Ed., *University of Alabama at Birmingham*

Susan A. Maddux, Vice President for Finance & Administration & Chief Financial Officer (2013)
B.A., *Converse College*; M.P.A.C.C., *Clemson University*; C.P.A., *South Carolina Board of Accountancy*

Lawrence P. Mulhall, Director of Safety and Risk Management/Campus Police (2000)
B.A., *University of Mississippi*; M.B.A., *Troy State University*

Rachel E. Parsons-Wells, Director of Religious Life and Service (2014)
B.A., *Presbyterian College*; M.Div., *Columbia Theological Seminary*

Leni N. Patterson, Executive Director of Alumni Relations (2000)
B.S., *Presbyterian College*

Andrew Peterson, Associate Dean of Students / Director of Residence Life (2014)
B.S., *Allegheny College*; M.A., *The Ohio State University*

Suzanne Petrusch, Vice President for Enrollment and Financial Aid (2016)
B.S., M.S., *University of Dayton*

Donald R. Raber II, Provost and Professor of Political Science (2002)
B.A., *Furman University*; A.M., Ph.D., *Harvard University*

Brian P. Reese, Director of Athletics (2010)
B.S., *Grand Valley State University*; M.S., *University of Tulsa*

H. William Roach, Director of Information Technology (2013)
B.S., *Southern Wesleyan University*; M.A., *Webster University*

Alex Scull, Director of Annual Giving (2015)
B.A., *Westminster College*

Karlie Smith, Director of Special Events (2014)
B.S., *Presbyterian College*

Joy S. Smith, Vice President for Campus Life and Dean of Students (2012)
B.S., M.Ed., *Clemson University*; Ph.D., *University of South Carolina*

Mandy Smith, Director of Advancement Services (2014)
B.S., *Clemson University*; M.B.A., *Clemson University*

Robert E. Staton, President (2015)
B.A., *Presbyterian College*; J.D., *University of South Carolina*; D.P.S., *Presbyterian College*

Douglas J. Wallace, Director of Media and Technology Services (1989)
B.S., M.A., *Appalachian State University*

Simon D. Whitaker, Associate Director of Athletics for Sports Information and Game Operations (2011)
B.A., *Wofford College*

Kendra B. Woodson, Registrar and Director of Records (2015)
B.A., *Anderson University*

Full-Time Faculty of Instruction

(Date in parentheses denotes the year the individual joined PC's faculty)

Jerry J. Alexander, Associate Professor of English (1997)
B.A., M.A., *Clemson University*; Ph.D., *University of Tennessee*

Carla H. Alphonso, Professor of Sociology (2001)
B.A., *Oglethorpe University*; M.A., Ph.D., *Tulane University*

Mark R. Anderson, Marianne and Elwood Gray Lassister, III Professor of Art (1986)
B.S., *Asbury College*; M.F.A., *University of Tennessee*

J. Alicia Askew, Dean of Academic Programs and Associate Professor of Psychology (2004)
B.S., *Presbyterian College*; M.S., Ph.D., *University of Georgia*

Christopher D. Aults, Visiting Assistant Professor of Psychology (2016)
B.S., *The Pennsylvania State University*; M.S., Ph.D., *Florida Atlantic University*

G. Terry Barr, Professor of English (1987)
B.A., *University of Montevallo*; M.A., Ph.D., *University of Tennessee*

Brian D. Beasley, Charles E. Daniel Professor of Mathematics (1988)
B.S., *Emory University*; M.S., *University of North Carolina at Chapel Hill*;
Ph.D., *University of South Carolina*

- Traci J. Bellas**, Assistant Professor of Education (2015)
B.S., *Mercer University*; M. Ed., *Elon University*; Ph.D., *University of North Carolina at Greensboro*
- J. Justin Brent**, Professor of English (2001)
B.A., *Furman University*; Ph.D., *State University of New York at Stony Brook*
- Robert A. Bryant**, Kristen Herrington Professor of Bible (1998)
B.S., *Virginia Polytechnic Institute and State University*; M.Div., Ph.D., *Union Theological Seminary*
- Karen W. Buckland**, Professor of Music (2002)
B.M., *Mansfield University*; M.M., D.M.A., *University of South Carolina*
- Sarah C. Burns**, Associate Professor of Psychology (2011)
B.S., *Presbyterian College*; Ph.D., *University of Tennessee*
- Roy B. Campbell**, Professor of History (2002)
B.A., *Wingate University*; M.A., Ph.D., *Florida State University*
- Margaret W. Carmack**, Visiting Assistant Professor of History (2016)
B.A., *Rhodes College*; M.A., *College of William and Mary*; Ph.D., *University of North Carolina-Greensboro*
- David W. Chatham**, Director of the Library (2004)
B.A., *Drew University*; M.A., *Colorado State University*; M.L.S., *University of Washington*
- Rachel G. Childers**, Assistant Professor of Economics and Business Administration (2016)
B.A., M.A., *Bowling Green State University*; Ph.D., *University of Kansas*
- Mark R. Cox**, Professor of Spanish (1997)
B.A., M.A., *University of Tennessee at Knoxville*; Ph.D., *University of Florida*
- Laura J. Crary**, Professor of Art History (2002)
B.F.A., *Ohio University*; M.A., Ph.D., *University of Pittsburgh*
- Douglas S. Daniel**, Professor of Mathematics (2003)
B.A., *College of William and Mary*; M.S., *Georgia Institute of Technology*; Ph.D., *University of Tennessee*
- Rebecca L. Davis**, Associate Professor of Religion (2010)
B.A., *Marshall University*; M.A., *Presbyterian School of Christian Education*; M.Div., Ph.D., *Union Theological Seminary*
- Ron A. Davis**, Professor of Music (2004)
B.M., *Ouachita Baptist University*; M.M., D.M.A., *University of Kansas*
- Lt. Col. Brian Donley**, Professor of Military Science, ROTC (2012)
B.A., *Slippery Rock University*; M.A., *Webster University*
- A. Christian Elser, III**, Associate Professor of Music (2008)
B.M., *University of Wisconsin*; M.M., *Northwestern University*; D.M.A., *University of Kansas*
- Robert H. Freymeyer**, Professor of Sociology (1984)
B.A., *Vanderbilt University*; M.A., *College of William and Mary*; Ph.D., *University of Cincinnati*
- Latha A. Gearheart**, Professor of Chemistry (2001)
B.S., *Mary Washington College*; Ph.D., *University of South Carolina*

- Kate A. Godwin**, Visiting Assistant Professor of Psychology (2016)
B.S., *Berry College*; M.S., Ph.D., *University of Louisville*
- Gregory D. Goeckel**, Professor of Mathematics (1993)
B.S., *Marymount College of Kansas*; M.S., Ph.D., *Kansas State University*
- Stuart G. Gordon**, Associate Professor of Biology (2009)
B.A., *The College of Wooster*; Ph.D., *Ohio State University*
- Kendra Y. Hamilton**, Assistant Professor of English (2014)
A.B., *Duke University*; M.F.A., *Louisiana State University*; Ph.D., *University of Virginia*
- C. Clinton Harshaw**, Professor of Mathematics (2003)
B.S., *Newberry College*; M.S., *Clemson University*; Ph.D., *University of South Carolina*
- Richard R. Heiser**, Professor of History (1999)
B.A., *Nyack College*; M.A., Ph.D., *Florida State University*
- Richard E. House**, Associate Professor of Music (2011)
B.M., *East Carolina University*; M.M., D.M.A., *Arizona State University*
- Evelyn A. Hunter**, Assistant Professor of Psychology (2015)
B.A., *Emory University*; Ph.D., *Auburn University*
- Booker T. Ingram, Jr.**, Charles A. Dana Professor of Political Science (1987)
B.A., *Winston-Salem State University*; M.A., Ph.D., *Ohio State University*
- Patrick D. Kiley**, Professor of French (2008)
B.A., M.A., *Marian College*; Ph.D., *Purdue University*
- Sharon E. Knight**, Associate Professor of Spanish (2007)
B.A., *Columbia College*; M.A., *University of South Carolina*; Ph.D., *University of North Carolina at Chapel Hill*
- Justin E. Lance**, Associate Professor of Political Science (2011)
B.A., *Bethany College*; M.A., Ph.D., *The Ohio State University*
- E. Elizabeth Lilly**, Associate Professor of Education (2013)
A.B., *Wesleyan College*; M.Ed., *Valdosta State University*; Ph.D., *Florida State University*
- Jody W. Lipford**, Professor of Economics and Business Administration (1991)
B.S., *Francis Marion College*; M.A., Ph.D., *Clemson University*
- Z. David Liu**, Associate Professor of Political Science (2008)
B.A., *Foreign Affairs College at Beijing*; M.A., Ph.D., *State University of New York at Buffalo*
- Cynthia B. Lucking**, Associate Professor of Economics and Business Administration (2010)
C.P.A., *Illinois*; B.A., *Northwestern University*; M.S., *DePaul University*
- Karen Mattison**, Assistant Professor of Economics and Business Administration (2016)
C.P.A., *South Carolina*; B.S., *Clemson University*; M.A., *Auburn University*
- Erin S. McAdams**, Associate Professor of Political Science (2012)
B.A., *Allegheny College*; M.A., Ph.D., *Ohio State University*
- M. Paige Meeker**, Professor of Computer Science (2005)
B.S., *Furman University*; M.S., Ph.D., *University of South Carolina*

Troy R. Nash, Professor of Biology (2002)
B.S., *Lander University*; Ph.D., *Clemson University*

Michael A. Nelson, Professor of History (2000)
B.A., *Gustavus Adolphus College*; M.A., *Bowling Green State University*;
Ph.D., *University of Arkansas*

Kirk J. Nolan, Associate Professor of Religion (2009)
B.S.E., *Princeton University*; M.Div., *Princeton Theological Seminary* S.T.M., *Andover Newton Theological School*; Ph.D., *Princeton Theological Seminary*

Walter R. Ott, Associate Professor of Chemistry (1998)
B.A., *University of Central Florida*; Ph.D., *Emory University*

Eli T. Owens, Assistant Professor of Physics (2013)
B.S., *West Virginia University*; Ph.D., *North Carolina State University*

Ralph H. Paquin, Professor of Art (1998)
B.F.A., *University of Massachusetts*; M.F.A., *Cranbrook Academy of Art*

Rachel M. Pigg, Assistant Professor of Biology (2014)
B.S., *Rhodes College*; Ph.D., *Kansas State University*

A. Craig Powell, Professor of Chemistry (1991)
B.S., *Presbyterian College*; Ph.D., *University of Tennessee at Knoxville*

Lesley J. Preston, Professor of Theatre Arts (1991)
B.A., *Dalhousie University*; M.F.A., *University of Calgary*

Donald R. Raber II, Provost and Professor of Political Science (2002)
B.A., *Furman University*; A.M., Ph.D., *Harvard University*

Payal Ray, Visiting Assistant Professor of Biology (2016)
B.S., M.S., *University of Delhi*; Ph.D., *Northwestern University*

Miriam L. Ragland, Professor of Theatre Arts (2001)
B.A., *Northwestern University*; M.F.A., *University of Memphis*

Margarita M. Ramirez, Associate Professor of Spanish (2001)
B.A., *Universidad Catolica de Chile*; M.S., Ph.D., *Purdue University*

Michael O. Rischbieter, Professor of Biology (1987)
B.S., *University of Washington*; M.S., *Western Illinois University*; Ph.D., *University of South Carolina*

Chad L. Rodekohr, Associate Professor of Physics (2008)
B.S., M.S., Ph.D., *Auburn University*

Clinia M. Saffi, Associate Professor of Modern Foreign Languages (2006)
B.A., *California State University at San Bernardino*; Ph.D., *University of Miami*

Norman M. Scarborough, William Henry Scott, III Associate Professor of Entrepreneurship (1979)
B.S., M.S., *Clemson University*

Kara L. Shavo, Associate Professor of Mathematics (2007)
B.Ed., *University of Toledo*; M.S., *Michigan State University*; Ph.D., *University of South Carolina*

- Austin Y. Shull**, Assistant Professor of Biology (2016)
B.S., *Presbyterian College*; Ph.D., *Medical College of Georgia at Augusta University*
- Lynne M. Simpson**, Professor of English (1996)
B.A., *Washington and Jefferson College*; M.A., Ph.D., *University of Massachusetts*
- Jerry K. Slice**, Professor of Economics and Business Administration (1989)
B.S., *Clemson University*; M.S., Ph.D., *Mississippi State University*
- Suzanne J. Smith**, Robert M. Vance Professor of Economics and Business Administration (1987)
B.S., *Presbyterian College*; B.E., *Vanderbilt University*; Ph.D., *Clemson University*
- Brooke C. Spatta**, Associate Professor of Psychology (2007)
B.A., M.A., Ph.D., *Florida Atlantic University*
- J. Porter Stokes, II**, Mr. & Mrs. C.B. Barksdale, Sr. Chair of Music, Professor of Music (1998)
B.A., M.M., *University of South Carolina*
D.M.A., *University of Cincinnati College Conservatory Music*
- Robert E. Stutts**, Associate Professor of English (2001)
B.A., *Francis Marion College*; M.A., *Clemson University*; M.F.A., *University of Southern Maine*
- Jaclyn A. Sumner**, Assistant Professor of History (2014)
B.S., *Northwestern University*; M.A., Ph.D., *University of Chicago*
- Evelyn J. Swain**, Assistant Professor of Chemistry (2013)
A.S., *Mercer County Community College*; B.S., *Rider University*;
Ph.D., *Drexel University College of Medicine*
- Emily L. Taylor**, Assistant Professor of English, World Literatures (2012)
B.A., *University of Northern Iowa*; Ph.D., *University of Oregon*
- Richard B. Thomas**, Associate Professor of Music (2007)
B.M., *De Pauw University*; M.M., *University of North Texas*; D.M.A., *University of South Carolina*
- H. Dean Thompson, Jr.**, Mary Henry and de Saussure Davis Edmunds Professor of English (1988)
B.A., *Wofford College*; M.A., *University of South Carolina*; Ph.D., *Vanderbilt University*
- James J. Thompson**, Associate Professor of Philosophy (2003)
A.B., *Princeton University*; M.Div., *Union Theological Seminary*; Ph.D., *University of Chicago*
- J. Tobin Turner**, Associate Professor of Economics and Business Administration (2010)
B.S., *Presbyterian College*; M.B.A., *University of Stirling*; Ph.D., *Clemson University*
- Craig A. Vondergeest**, Associate Professor of Religion (2005)
B.A., *Concordia College*; M.Div., *Princeton Theological Seminary*; Ph.D., *Union Theological Seminary and Presbyterian School of Christian Education*
- James A. Wanliss**, Associate Professor of Physics (2008)
B.S., *University of Cape Town*; M.S., *University of the Witwatersrand*; Ph.D., *University of Alberta*
- Joseph G. Weber**, Associate Professor of Physician Assistant Studies (2016)
A.A.B., *Lakeland Community College*; B.S., *Chancellors University*; M.B.A., *Case Western Reserve University*; M.P.A.S., *Gannon University*; D.H.Sc., *Arizona School of Health Sciences – AT Still University*

James T. Wetzel, Pulaski L. Bealy Smith Professor of Biology (1990)
B.S., *Point Park College*; M.A., *Sonoma State University*; Ph.D., *Clemson University*

Stefan W. Wiecki, Associate Professor of History (2008)
B.A., *Freie Universitat Berlin*; M.A., Ph.D., *Brandeis University*

Julia Wilkins, Assistant Professor of Education (2014)
B.S., *Swansea University*; M.S., *Bristol University*; M.S., *D'Youville College*; M.Ed., *Clemson University*; Ph.D., *State University of New York at Buffalo*

Ronald J.C. Zimmerman, Professor of Biology (1991)
B.A., *Goshen College*; Ph.D., *Vanderbilt University*

Officers and Faculty Emeriti

Carl J. Arnold, Charles A. Dana Professor Emeritus of Economics and Business Administration (1969-1991)
B.S., *Virginia Polytechnic Institute*; M.S., Ph.D., *Michigan State University*

Dorothy P. Brandt, Charles A. Dana Professor Emerita of Education (1967-1998)
B.S., *Newberry College*; M.Ed., Ph.D., *University of Texas*

Ronald D. Burnside, Marshall W. Brown Professor Emeritus of History (1963-1997)
B.A., *Wabash College*; M.A., Ph.D., *Indiana University*

Paul E. Campbell, Associate Professor Emeritus of Mathematics (1961-2007)
B.A., *Erskine College*; M.S., Ph.D., *Vanderbilt University*

Kenneth N. Carter, Charles A. Dana Professor Emeritus of Chemistry (1951-1987)
B.A., *Erskine College*; M.S., Ph.D., *Vanderbilt University*

Charles H. Coker, Marshall W. Brown Professor Emeritus of History (1967-1999)
B.A., *Wofford College*; M.A., Ph.D., *University of South Carolina*

Constance Colwell, Professor Emerita of German and French (1977-2011)
B.A., M.A., *Middlebury College*; Ph.D., *Cornell University*

Anita M. Dutrow, Associate Professor Emerita of Education (1998-2011)
B.S., M.Ed., *Edinboro University*; Ph.D., *Virginia Polytechnic Institute and State University*

Jane P. Ellis, Professor Emerita of Biology (1995-2011)
B.A., *Erskine College*; M.A., *Appalachian State University*; Ph.D., *Clemson University*

Jerry D. Frey, Professor Emeritus of Psychology (1982-2011)
B.A., *Goshen College*; M.A., Ph.D., *University of Virginia*

Charles T. Gaines, Charles A. Dana Professor Emeritus of Music (1965-1998)
B.M.Ed., M.M., *Illinois Wesleyan University*; D.S.M., *Union Theological Seminary in New York*

M. Toulmin Gaines, IV, Charles A. Dana Professor Emeritus of Psychology (1974-2011)
B.A., *University of Maryland*; M.S., Ph.D., *Florida State University*

Calhoun F. Gault, Director Emeritus of Athletics (1963-1994)
B.A., *Presbyterian College*; M.A., *University of South Carolina*

J. David Gillespie, Professor Emeritus of Political Science (1979-2006)
B.A., M.A., *Wake Forest University*; Ph.D., *Kent State University*

Edward M. Gouge, Charles E. Daniel Professor Emeritus of Chemistry (1976-2010)
B.S., *Western Carolina University*; Ph.D., *Clemson University*

John V. Griffith, President Emeritus and Professor Emeritus of Religion (1998-2012)
B.A., *Dickinson College*; M.Div., *Harvard Divinity School*; Ph.D., *Syracuse University*;
L.D.H., *Lyon College*

Anita Olson Gustafson, Professor Emerita of History (1997-2016)
B.A., *North Park College*; M.A., Ph.D., *Northwestern University*

Lewis S. Hay, Emma Bailey and Rev. George H. Cornelson, D.D., Professor Emeritus of Christian Religion (1955-1993)
B.A., *Presbyterian College*; B.D., *Columbia Theological Seminary*; Th.M., *Princeton Seminary*;
Ph.D., *Emory University*

Robert A. Hill, Professor Emeritus of Education (1973-1994)
B.S., *Bob Jones University*; M.Ed., *University of Miami*; Ed.D., *University of Georgia*

Peter H. Hobbie, Emma Bailey and Rev. George H. Cornelson, D.D., Professor Emeritus of Christian Religion (1990-2014)
A.B., *Davidson College*; M.A., *University of North Carolina at Chapel Hill*; M.B.A., *Virginia Commonwealth University*; D.Min., Ph.D., *Union Theological Seminary*

Robert G. Hudson, Charles A. Dana Professor Emeritus of Biology (1975-2009)
B.S., *Campbell College*; M.S., Ph.D., *North Carolina State University*

Randolph B. Huff, Jimmy and Louise Gallant Professor Emeritus of Chemistry (1962-2001)
B.S., *Furman University*; M.S., Ph.D., *Clemson University*

Lutricia A. Hunter, Assistant Professor Emerita of Mathematics (1981-1993)
B.S., M.A., *George Peabody College of Teachers*

Ted L. Hunter, Professor Emeritus of Sociology (1967-1993)
B.A., *University of Florida*; M.A., *University of North Carolina at Chapel Hill*;
Ph.D., *University of Georgia*

Debra S. Lee, Associate Professor Emerita of Early Childhood Education (2005-2013)
B.S., *Ohio State University*; M.S., *Jacksonville State University*; Ed.Spec., *University of Alabama*;
Ph.D., *Auburn University*

Charles E. McKelvey, Professor Emeritus of Sociology (1988-2011)
B.A., *Pennsylvania State University*; M.A., *Northeastern Illinois University*;
Ph.D., *Fordham University*

Ann D. Moorefield, Associate Professor Emerita of English (1977-2000)
B.A., *Wells College*; M.A., *University of Michigan*

Robert R. Morrison, Associate Professor Emeritus of French and Spanish (1988-1994)
B.A., *George Washington University*; M.A., *Middlebury College*; Ph.D., *University of Florida*

David C. Needham, Charles A. Dana Professor Emeritus of History (1967-2000)
B.A., *Hope College*; M.A., *Ohio University*; Ph.D., *University of Georgia*

Richard E. Newman, Professor Emeritus of Physical Education (1997-2013)
A.B., *University of Northern Colorado*; M.S., *South Dakota State University*; Ed.D., *University of Nebraska-Lincoln*

Joseph O. Nixon, Vice President of Student Life and Dean of Students Emeritus (1965-2002)
B.A., *Presbyterian College*; M.Ed., *University of South Carolina*

Donald K. Phillips, Professor Emeritus of Education (1992-2004)
B.S., M.A., *Appalachian State University*; Ed. D., *University of South Carolina*

Neal B. Prater, Charles A. Dana Professor Emeritus of English (1960-1996)
B.A., *Westminster College*; M.A., Ph.D., *Vanderbilt University*

Jack R. Presseau, Emma Bailey and Rev. George H. Cornelson, D.D., Professor Emeritus of Christian Religion (1965-1998)
B.S., *Indiana State College*; M.Div., *Pittsburg Theological Seminary*; M.C.E., *Presbyterian School of Christian Education*; Ph.D., *University of Pittsburgh*

Jane T. Presseau, Associate Professor Emerita of Library Science (1970-1998)
B.A., *Erskine College*; M.A., *George Peabody College*; M.S.L.S., *University of North Carolina*

Dale O. Rains, Professor Emeritus of Speech and Drama (1967-2001)
B.A., *Baylor University*; M.A., Ph.D., *Louisiana State University*

George W. Ramsey, Kristen Herrington Professor Emeritus of Bible (1968-2004)
B.A., *Davidson College*; B.D., *Union Theological Seminary in Virginia*; M.A., Ph.D., *Princeton University*

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