# 1996-1997 College of Charleston Undergraduate Catalog Table of Contents

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President’s Message

Throughout the pages of this Catalog you will discover what we are about at the College of Charleston. Our people, our programs, and our campus are reviewed to help you consider the College and your place in it. You will get some sense of our past, our present, and our future, and our pride in all three.

The College of Charleston is the 13th oldest academic institution in the United States. It has been a private, a municipal, and a state institution over the 225 years of its history. In all of that time and in each of those relationships it has pursued a tradition in the liberal arts. That is still our direction.

Over the past several years we have experienced significant growth—in students, in faculty, and in facilities. This expansion was appropriate to the mission of the College and to the potential of our service. We do not, however, believe in growth for its sake alone, and we are committed to maintaining small class enrollments and a full-time professional teaching faculty to ensure that our students will find a personal and individualized learning environment.

Our growth in the future will be reflected in a different, more subtle dimension. We have strengthened our academic programs and made them more responsive to the ambitions and needs of our students. We shall continue to stress quality in faculty and staff to challenge an improving student body.

In short, we have committed ourselves to a goal of academic distinction, which takes seriously not only the responsibility of teaching, but also the opportunity of sharing; a sharing which allows and encourages academic and personal growth; which emphasizes concern for both vocational and professional interests and for societal needs.

We invite you to examine us carefully, to visit our people and our facilities and to consider our direction. We should be pleased to have you join our community and to help us realize our potential.

Alex Sanders, President
College of Charleston Statement of Institutional Mission

The College of Charleston is a moderate-sized state supported comprehensive institution providing a high quality education in the arts and sciences, education, and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. It strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and also attracts students from national and international communities. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters degree programs which are compatible with the community and the state. The College also anticipates offering a limited number of doctoral degrees should location and need warrant. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

Approved by the College of Charleston Board of Trustees on February 15, 1994

College of Charleston Statement of Institutional Goals

The philosophical goals stated below constitute broad guidelines for the design of educational programs, curricula, and supporting services. Each unit of the College will articulate the goals of learning which reflect its unique discipline, field, or area of service. Though strategies of implementation will vary from area to area, the goals address undergraduate and graduate education as well as offices of administrative services, thus providing the basic framework for articulation of goals by academic and administrative units.

Instruction
1. To ensure that students read, write, and speak effectively.
2. To ensure, through a strong core curriculum, that students acquire a basic knowledge in humanities, mathematics, the natural sciences, and the social sciences.

3. To train students in methods of scholarly inquiry, scientific research, and problem solving.
4. To encourage students to develop a life-long commitment to learning.
5. To help students identify their goals and develop means of achieving them.
6. To help students understand and respect people from diverse backgrounds and cultures and to encourage development of a global outlook.
7. To encourage students to become conscious of the importance of the political, social, economic, and scientific issues of their time.
8. To offer students a broad range of educational programs, including those leading to a variety of careers.
9. To design and conduct graduate programs which meet the needs of the community and are consonant with the academic mission of the College.
10. To help students acquire depth of knowledge and competence in at least one academic discipline, including:
   a. the ability to recount and explain the basic facts and postulates of the discipline and to use these in the solution of problems with which the discipline concerns itself;
   b. proficiency in the use of the technique and tools (including the computer) of the discipline;
   c. an awareness of the resources of the discipline and the ability to seek out and assimilate knowledge that has not been a part of the classroom experience;
   d. the ability to relate knowledge in the discipline to other disciplines.

Faculty, Staff, and Students
1. To recruit and retain a faculty that is well-educated, supportive of the academic mission of the College, sensitive to student and community needs, active and productive as scholars, and enthusiastic and able as teachers.
2. To recruit and retain an effective and well-trained staff, sensitive to the needs of those whom they serve and committed to supporting the academic mission of the College.
3. To identify, recruit, and retain students whose records indicate a good likelihood of success in a college that emphasizes academic excellence.
4. To create a community of scholars in which a sense of mutual trust and respect permeates the interaction among students, faculty, and staff.
5. To encourage and support an active intellectual, cultural, and social life on the campus beyond the classroom.

Administrative Services
1. To ensure for all persons equal opportunity and access to employment, admissions, and programs and services for the College without regard to age, sex, race, national origin, color, religion, or physical handicap.
2. To encourage faculty research and development and provide an
environment which enables faculty members to participate in the search for knowledge.

3. To secure and effectively manage funds necessary to maintain the College’s academic programs and support services.

4. To provide systems of campus governance which are responsive to the concerns of students, faculty, staff, and trustees.

5. To acquire and maintain facilities and equipment necessary to support the goals of the College.

6. To maintain a library that provides materials which are necessary for a strong, modern program of instruction in all academic departments.

Community Service

1. To serve as a community resource for information and expertise.

2. To design and conduct a continuing education program which meets the needs of the community.

3. To offer cultural events for the community.

Approved by the State College Board of Trustees on March 12, 1986

College of Charleston Information

Situated in the midst of a city that treasures its past while promoting its future, the College of Charleston and the University of Charleston, S.C. share one of the nation’s most beautifully historic campuses. Founded in 1770 and chartered in 1785, the College is the oldest institution of higher education in South Carolina and the thirteenth oldest in the United States. In 1836 it became the nation’s first municipal college and in 1970 the College joined the State higher education system. In 1992, the University of Charleston, S.C. was established for graduate studies, professional development and community services, and faculty research and grant administration. Today, this modern, thriving academic institution offers a world-class liberal arts education for close to 10,000 undergraduate and graduate students.

The College’s destiny is excellence in education. Of its approximately 355 faculty members, 94% have earned Ph.D.s or the highest degrees in their fields. The student/faculty ratio is 19:1. An enduring commitment to the liberal arts is seen in the core curriculum of the College which requires study in English, history, modern and classical languages, math, science, the arts, and the social sciences. Over forty majors and more than a dozen interdisciplinary minors, innovative teaching techniques such as a marketing course taught entirely in French, and national and international exchange programs with academic institutions in Europe, Africa, and Asia, as well as colleges throughout the United States, offer global opportunities for intellectual and personal growth. Students in the Intermodal Transportation Program study operations at one of the nation’s busiest ports, aspiring marine biologists explore the rich ‘living laboratory’ of the region’s coastline, and promising artists develop their skills by participating in internationally acclaimed arts festivals, including Spoleto, U.S.A. These are only a few of the educational options available to students matriculating at the College of Charleston.

For nearly 200 years three buildings constituted the College of Charleston. Now the campus consists of over 100 buildings ranging from historic residences to high tech classrooms. In addition to the main campus, the College includes a classroom facility in North Charleston, the Grice Marine Biological Laboratory on James Island, a 20-acre outdoor sports complex and recreation area in Mt. Pleasant, and a sailing center at the City Marina on the Ashley River.

The College is situated in the heart of historic downtown Charleston. Interstate 26 originates a few blocks from the campus and connects with I-95, the major north-south route. The main campus is accessible to the Charleston International Airport and the Amtrak train station. Prospective students and their parents are invited to visit the campus for a tour and an information session. Open House Saturdays provide an excellent opportunity to meet faculty, talk with administrators, and learn about campus life.
As an equal educational opportunity institution, the College of Charleston makes no distinctions on the basis of race, color, sex, creed, or national origin either in admitting students or in any of its other activities. Believing that its educational program and its campus life are enriched by a student community that includes a variety of individuals—persons of different races, age groups, religious persuasions, and ethnic backgrounds—the College encourages all qualified persons who are attracted to its programs to apply for admission.

The Application and Admission Process for Degree Candidates and Non-Degree Candidates Under 21 Years of Age

Visits to the College
Anyone interested in applying for admission is invited to visit the College. Although it is not necessary to schedule an appointment to tour the campus, a pre-arranged information session with an admissions counselor, along with a campus tour, will give a prospective applicant a personal introduction to the College. Appointments may be made in advance through the Office of Admissions and Continuing Education.

When to apply
Students who wish to enroll in August should apply by May 1, and those wishing to enroll in January by Dec. 1 in the year prior to their intended enrollment. The College will consider applications until all classes have been filled or, in the case of applicants who want to live at the College, as long as there are residence halls available. NOTE: To be considered for an academic scholarship beginning in the fall semester, a prospective student should apply for admission by January 15 of that year.

Application Materials
In order to be considered as a candidate for admission an applicant must submit a completed application form and a $35 non-refundable application processing fee. An application packet is available from the Office of Admissions and Continuing Education; request forms for a packet can be downloaded from the College of Charleston's home page on the World Wide Web, http://www.Admissions@cofc.edu

NOTE: It is the responsibility of each applicant to ensure that all required information is completed and sent directly to the Office of Admissions and Continuing Education.

Freshman Admission
A freshman applicant is a person who has not attended a university, college, or technical school. Applicants who attended a post-secondary institution while still in high school are also classified as freshmen. Applicants for freshman admission must submit:

1. a completed application form with a non-refundable application fee;
2. official high school records complete up to the time of application;
3. results of the Scholastic Assessment Tests (SAT) or American College Testing Program (ACT). Students choosing to complete the SAT will not be required to submit the results of the SAT II (Subject Tests). If submitted, however, the College will use them for placement purposes only.
4. Students who completed post-secondary work while in high school must submit official transcripts of their college work whether or not they expect to receive credit.

Prospective students are expected to have adequate preparation for the curriculum in which they plan to enroll. All public senior colleges and universities in South Carolina require that applicants for freshman admission complete certain courses in high school before admittance. These requirements are listed below:

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<th>Area</th>
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<td>English</td>
<td>4: At least two having strong grammar and composition components, at least one in English literature, and at least one in American literature (completion of college preparatory English I, II, III, and IV will meet these requirements);</td>
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<tr>
<td>Mathematics</td>
<td>3: Including algebra I and II and geometry. A fourth unit is recommended but not required;</td>
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<tr>
<td>Laboratory Science</td>
<td>2: At least one unit each of two laboratory sciences chosen from biology, chemistry, or physics; a third unit of a laboratory science is strongly recommended;</td>
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<tr>
<td>Foreign Language</td>
<td>2: Two units of the same foreign language;</td>
</tr>
<tr>
<td>Other</td>
<td>1: One unit of advanced mathematics or computer science or a combination of these; or one unit of world history, world geography, or western civilization;</td>
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| U.S. History     | 1                                         |
Additional Social Studies  2: Half unit each in economics and government are strongly recommended.

Physical Education  1

Freshman applicants must have earned either a high school diploma or its equivalent, the General Educational Development Test (GED), prior to enrolling. The results of the GED will normally be used in place of the high school diploma only if the applicant left secondary school at least two years before intended enrollment at the College of Charleston. The minimum acceptable GED score for admission is the score used for awarding an equivalent secondary school diploma in the state where the test was taken. All students are required to submit final transcripts verifying graduation or, if a GED is submitted in place of a high school diploma, the most recent semester of high school attendance.

International Students

Recognizing that international students bring a wealth of educational and cultural benefits to the College and the community, the College of Charleston welcomes applications for admission by students from abroad. Young men and women who possess high academic and personal qualifications, and who have a sufficient command of spoken and written English to allow active pursuit of a full course of studies, will discover that an exciting personal and intellectual challenge awaits them at the College of Charleston.

In addition to satisfying the College's general admission requirements, applicants from abroad must provide proof that they are proficient in English (generally by submitting the TOEFL results with a minimum score of 550) and that they have adequate funds to meet their educational expenses.

International students should direct inquiries and requests for further information to the Office of Student Intercultural Programs or the Office of Admissions and Continuing Education.

Transfer Admission

A transfer applicant is a person who graduated from high school, attended another college-level institution, and attempted one or more courses regardless of credit earned. Applicants for transfer admission will be considered only if eligible to return to the last institution attended as a regular student.

If an applicant has earned fewer than 30 semester hours (45 quarter hours) of college-level work, the applicant must meet transfer and freshman entrance requirements. The maximum number of transfer credits acceptable toward a College of Charleston degree is 92 semester hours from a four-year institution. Normally, 60 semester hours are the maximum from a two-year institution. Should a student exceed 60 semester hours at a two-year institution a petition in writing must be submitted to the Dean of Admissions and Continuing Education.

NOTE: The School of Business and Economics has special transfer policies due to AACSB national accreditation requirements.

Transfer applicants for admission must submit:

1. completed application forms with the specified non-refundable application fee;
2. official transcripts of college-level courses attempted for each college attended. If courses are in progress at the time of application, a final supplemental transcript must be sent to the Office of Admissions and Continuing Education upon completion;
3. a complete copy of high school records, including SAT or ACT results, if fewer than 30 semester hours (45 quarter hours) have been earned at other colleges or universities.

All applicants will be admitted who submit the documentation outlined above, who are eligible to return to the last institution attended, and who have a minimum cumulative GPA of 2.3 or better (on a 4.0 scale) calculated on all previous institutions attended. Those applicants with a cumulative GPA of less than 2.3 (on a 4.0 scale) will be carefully considered on the basis of the quality of their credentials.

If accepted for admission, coursework completed at other institutions with a minimum grade of "C" or its equivalent will be evaluated for transfer to the applicant's choice of curriculum. Credits awarded at other institutions on the basis of placement testing are not acceptable as transfer credits at the College of Charleston. If courses have been graded on a "pass-fail" basis, transfer credit can be awarded if the institution where the courses were completed will assign a minimum equivalent of "C" to the "pass" grade.

Applicants under 21 years of age applying for admission as non-degree students must submit:

1. a completed non-degree application for admission;
2. a transcript from each college attended, including summer school;

3. Non-degree applicants who have not attended college must submit their secondary school transcript(s) and results of either the SAT or ACT;
4. All applicants must also submit any additional items requested in the application materials or by the Office of Admissions and Continuing Education.

Standardized Tests

High school students planning to take the SAT or ACT generally make arrangements through their school principal or guidance counselor. However, anyone may write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or ACT, PO Box 414, Iowa City, Iowa 52243 to request the necessary application forms, information on the general nature of the tests, the dates tests are given, the centers where they may be taken, and the fees required.

Admissions candidates must request that the results of the tests be sent to the College of Charleston.

NOTE: The Admissions Committee can make no decision until the SAT or ACT scores have been received. When selecting a test date, please bear in mind that it takes approximately four weeks from the test
date for the scores to reach the Office of Admissions and Continuing Education.

Decision-Making Process
Both quantitative and qualitative components guide the Office of Admissions and Continuing Education in reaching their final decisions on applicants. The Admissions Committee weighs carefully the student’s academic preparation, rank in class, SAT/ACT results, leadership qualifications, and letters of recommendation.

Admission Procedures
Applicants will be informed whether or not they have been accepted for admission as soon as possible after a decision has been made. If accepted, individuals typically are given three weeks to reply. An applicant accepts the College’s offer of admission by sending the $100 Advance Tuition Deposit. This deposit, credited to the student’s tuition, is refundable upon written request until May 1 for fall semester applicants, and until December 1 for spring semester applicants. Upon written request, extensions to admissions acceptance are granted until May 1 without penalty for admissions or financial aid.

Students who plan to live at the College will also be required to submit a $250 deposit when the housing/residence hall contract is issued. This deposit is refundable on the same basis as the Advance Tuition Deposit.

All students accepted for admission must submit a satisfactory Health and Immunization Record to the College of Charleston Center for Student Wellness.

Concurrent Enrollment
With the approval of their principal and/or guidance counselor, students enrolled in high school may take courses at the College of Charleston along with their regular high school courses.

Students are required to:
1. complete a non-degree application for admission;
2. submit a written recommendation from the principal or guidance counselor;
3. submit a copy of high school transcripts.

Advising for course selection will be available and the student will be registered for the course(s) agreed upon after approval of the academic department.

Since the courses carry full college credit, students are subject to the academic regulations of the College of Charleston.

Visiting Students
Visiting (non-consortium) students who plan to earn a degree from another institution and wish to take courses at the College of Charleston during the fall and/or spring semesters must complete a non-degree application and present a letter from their home institutions to the Office of Continuing Education certifying that they are currently enrolled at another institution and/or on a leave of absence and are eligible to take courses at the College.

Visiting students who plan to take courses during Maymester and/or summer school must enroll through the Office of Maymester and Summer Sessions.

NOTE: Visiting students are not eligible for financial aid at the College of Charleston.

Placement Examinations
College Entrance Examination Board Advanced Placement Examinations
The Advanced Placement program of the College Entrance Examination Board is accepted at the College of Charleston. Students who have taken college-level courses in secondary school and who have achieved a score of 3, 4, or 5 on an advanced placement examination will be awarded advanced placement credit. No more than six to eight credits will be granted in any one discipline area. With regard to this policy, history is defined as consisting of two disciplines—American History and European History. For information on specific AP courses, please contact the Office of Admissions and Continuing Education.

College Entrance Examination Board College Level Examination Program (CLEP)
The College of Charleston will accept for credit and placement the following CLEP Subject Examinations:
- American History
- Calculus with Analytic Geometry
- College Algebra
- General Chemistry (Course only, no laboratories)
- General Psychology
- Human Growth and Development
- Trigonometry
- Western Civilization
- Languages (French, German, and Spanish)

The passing grade for each examination will be the score recommended for credit by the academic department at the College. When the credit is given, the student’s record will show that the credit comes from a CLEP examination. Further information about CLEP should be obtained from the Counseling Center or from the appropriate academic department chairperson.

Readmission
Any student at the College of Charleston who voluntarily withdraws from the College or is dismissed for academic deficiency must apply for readmission in order to re-enroll. The College does not admit students who are ineligible to return to the last college or university attended. This rule applies to all students, including those applying for readmission. All students who have done previous work at other colleges or universities must have their transcripts sent to the Office of Admissions. In making
Those students whose records at the College of Charleston indicate that:

1. They voluntarily withdraw from the College while in good standing and with a cumulative GPA of 2.0 or above will be approved for readmission.

2. Students who have been dismissed from the College for academic deficiency and who complete the suspension period will be considered for readmission. Because the simple passage of time cannot ensure that dismissed students will improve their academic record, applicants for readmission must submit with their applications for readmission a personal letter addressed to the Office of Undergraduate Studies outlining how they have used their time while out of school and giving their reasons for believing that they will now be successful at the College.

Those students whose records at the College of Charleston indicate that successful completion of a College of Charleston degree in a reasonable length of time is impossible or extremely improbable will not be accepted. They will be advised accordingly and urged to seek alternative plans. Those whose records indicate that they can reach graduation standards in a reasonable period of time must meet the following conditions for readmission:

a. They must complete a special one-day workshop that contains information on the services that the College provides for students with academic difficulties, the academic requirements they must satisfy, and their personal responsibilities in reaching good academic standing. During the workshop students will be allowed to enroll in the course, Learning Strategies (EDLS 100), to give them the opportunity to attain the skills necessary to succeed at college.

b. Each student must sign a readmission contract prepared by the Office of Undergraduate Studies. The contract specifies the grade point average (GPA) and other specific requirements that readmitted students must meet in order to remain at the College of Charleston.

Grades for readmitted students on contract are reviewed every semester or until students bring their GPAs into compliance with the College’s standard minimum scholastic attainment. In effect, readmitted students on contracts are placed on probation when returning and are subject to immediate dismissal if they do not meet the conditions of their contracts.

3. Students may be readmitted but under conditions in 2 (a, b) above. They must complete a special one-day workshop that contains information on the services that the College provides for students with academic difficulties, the academic requirements they must satisfy, and their personal responsibilities in reaching good academic standing. During the workshop students will be allowed to enroll in the course, Learning Strategies (EDLS 100), to give them the opportunity to attain the skills necessary to succeed at college.

4. Students who voluntarily leave the College and who are not on probation, but who have less than a 2.0 cumulative GPA, will be readmitted conditionally in accordance with 2 (a, b) above.

5. Students who previously attended the College as provisional students but failed to meet the conditions of the program must satisfactorily complete a minimum of 30 semester hours at another institution before applying for readmission. They will only be considered for admission if they meet the admission standards applied to transfer students. (See page 6 of this Catalog.)

See Three-Year Transfer Option.

CONTINUING EDUCATION STUDENTS
803-953-5620

As part of its mission of service to the community, the College of Charleston welcomes adults who wish to take credit courses. Through the Office of Admissions and Continuing Education, persons 21 years of age and over who hold a high school diploma or equivalent and have not been dismissed from any college or denied admission to the College of Charleston may enroll in day or evening credit courses, which could be applicable toward the completion of an undergraduate degree at the College. Upon successful completion of 15 hours of credit work, continuing education students who wish to earn a degree from the College of Charleston are encouraged to apply for degree candidacy. Returning adults who have a large number of credits to transfer to the College will be advised to apply for admission immediately so that they may join their major departments.

Services available to new and returning adult students through the Office of Admissions and Continuing Education include welcome sessions, English and math placement tests, registration opportunities, academic advising, and referral to departmental re-entry advisors or other campus resources.

Special programs are designed to help adults with previous college experience to send for transcripts and have them evaluated, meet with an advisor, plan schedules, register for classes, receive career information, and access other needed services at the College.

Categories of Continuing Education students include:

1. Individuals who wish to establish an academic record before deciding if they will earn a degree. This category includes adults who may have been out of school for a period of time and are uncertain about whether or not they wish to earn a degree. Students who decide that they wish to seek a degree are advised to apply through the Office of Admissions and Continuing Education for degree candidacy upon successful completion of fifteen (15) semester hours with a minimum 2.0 GPA. These students are expected to apply before completing sixty (60) semester hours, including any credits expected to transfer from previous college work. Category “a” students are encouraged to complete the English 101-102 minimum requirement immediately if they have not done so in previous college work. Students must meet graduation requirements listed in the undergraduate catalog under which they are admitted to degree status.

2. Individuals who currently do not plan to earn a degree from the College but are taking courses to fulfill employment requirements, for personal interest, or to earn a degree from another institution. These students may already have a degree.

3. Persons 60 years of age or older who are residents of the State of South Carolina, may take courses without paying a tuition charge on a space-available basis only. However, a nominal fee (currently $25) will be assessed. Under a legislative provision, courses may be taken either for credit or audit. A special registration is provided the day after classes begin during fall and spring semesters at which time students in this
category must present proof of age the first time they register with the College. Students over the age of 60 who register prior to the special registration day will be subject to the regular tuition charge. Those who wish to earn a degree must apply through the Office of Admissions and Continuing Education.

4. Adult Degree Track (ADT): In addition to meeting all criteria for eligibility as a Continuing Education student, Adult Degree Track (ADT) students must, at the time of application, declare their interest in pursuing a degree, submit transcripts from all previous colleges attended (must be official transcripts prior to completion of fifteen (15) semester hours at the College of Charleston), and undergo a review by the Admissions Committee for admission into the Adult Degree Track Program.

Students admitted to the Adult Degree Track will be eligible to apply for financial assistance as a result of their provisional degree status. ADT students will be required to attend orientation, advising, and registration sessions the same as all degree students. Additionally, ADT students will be required to obtain a minimum 2.0 cumulative GPA at the completion of fifteen (15) semester hours in order to be eligible to change their degree status from provisional to regular admissions status.

Students failing to meet the conditions of the program must satisfactorily complete a minimum of thirty (30) semester hours at another institution before applying for readmission. They will be considered for admission only if they meet the admission standards applied to transfer students.

**Continuing Education Incentive Grant**

Incentive Grants, established in 1981, provide payment for the first course an adult takes at the College after an absence of one year or more from higher education. Candidates who have never attended college must submit a copy of their high school transcript. Applicants with fewer than thirty (30) semester hours of college credit must submit both a high school and college transcript. Students with more than thirty (30) semester hours' credit must submit a college transcript only. There is an interview and selection process.

Also, Learning Strategies for Adults Grants are available for fall semesters only. The Learning Strategies course helps students to refresh and improve study skills, thus improving opportunities for college success. For application deadlines, call the Office of Admissions and Continuing Education.

**NORTH AREA FACILITY**

803-863-1768

In an effort to better serve our current students and our community, we offer undergraduate credit courses at a facility in North Charleston. The North Area Facility was opened in the fall of 1990 to serve commuting students from the North Area and from West Ashley.

To accommodate the wide variety of students in the North Area, courses are offered not only during traditional hours, but also in the late afternoon, in the evening, and on Saturdays. In an effort to meet the time requirements of busy adult students, some classes meet twice as often for only half the semester.

Many students take classes at the North Area Facility two or three days a week and commute to the main campus on other days. This type of scheduling allows students to avoid commuting downtown everyday, but also allows them to be on the campus frequently enough to enjoy the atmosphere.

The North Area Facility offers a wide range of student services including advising, registration, and book sales. Parking is free, and only steps away from classrooms.
FINANCIAL INFORMATION

BUSINESS AFFAIRS
803-953-5574

Fees and Expenses
As a state-affiliated institution, the College of Charleston's fees are based on appropriations granted by the South Carolina General Assembly. Accordingly, the fees charged by the College will be directly affected by the action of the Legislature and are therefore subject to change without notice.

All fees are due and payable in full before or during the official registration. Checks for the exact amount of charges should be made payable to the College of Charleston.

NOTE: All fees listed in this section are for 1995-1996 and are subject to change at any time.

General Regulations
Parents and guardians of minors accept all conditions of payment and regulations upon the student's acceptance for admission.

Diplomas and transcripts are not issued until all College accounts have been paid in full.

Each student is liable for any breakage and for any damage to rooms or furnishings.

NOTE: The College of Charleston assumes no responsibility for losses due to fire, theft, or any other cause.

College Fees — Per Semester

<table>
<thead>
<tr>
<th></th>
<th>&quot;S.C. Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and General Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For 12 hours or more</td>
<td>$1,545</td>
<td>$1,545</td>
</tr>
<tr>
<td>Out of State Differential</td>
<td>-0-</td>
<td>$1,545</td>
</tr>
<tr>
<td>Total Academic and General Fees</td>
<td>$1,545</td>
<td>$3,090</td>
</tr>
<tr>
<td>For 11 hours or less Course fee (per credit hour)</td>
<td>$127</td>
<td>$254</td>
</tr>
<tr>
<td>Library fee</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Registration fee</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Activity/Health fee</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Computer fee per semester hour</td>
<td>$2</td>
<td>$2</td>
</tr>
<tr>
<td>Audit fee (per credit hour)</td>
<td>$127</td>
<td>$254</td>
</tr>
</tbody>
</table>

The maximum undergraduate part-time and graduate fees per student per semester will not exceed the total academic and general fees for full-time students.

*S. C. Resident — Students shall be considered residents of the State of South Carolina if they or their parents are legal residents of the State in accordance with legislation of the South Carolina General Assembly. Contact the Office of Business Affairs for information and applications. Military persons on active duty stationed in South Carolina and their dependents are eligible to pay in-state fees, but must be approved by the Office of Business Affairs.

Special Charges

<table>
<thead>
<tr>
<th>Charge</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Lab Fee (per course)</td>
<td>$20</td>
</tr>
<tr>
<td>Computer Fee (prorated on each credit hour for part-time students)</td>
<td>$2</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>$45</td>
</tr>
<tr>
<td>Lost Cougar Card**</td>
<td>$5-$20</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Graduation Fee for Seniors</td>
<td>$25</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Returned Check Fee (per check)</td>
<td>$15</td>
</tr>
<tr>
<td>Science Laboratory Fees</td>
<td>$35</td>
</tr>
<tr>
<td>Language Lab Fee (100 and 200 levels and ESL)</td>
<td>$35</td>
</tr>
<tr>
<td>Applied Music Fee (per course)</td>
<td></td>
</tr>
<tr>
<td>1/2 hour course</td>
<td>$150</td>
</tr>
<tr>
<td>1 hour course</td>
<td>$300</td>
</tr>
<tr>
<td>Sailing Fee</td>
<td>$40</td>
</tr>
<tr>
<td>SCUBA Fee</td>
<td>$85</td>
</tr>
<tr>
<td>Beginner’s Horseback Riding</td>
<td>$150</td>
</tr>
<tr>
<td>Anthropology Field Study Fee</td>
<td></td>
</tr>
<tr>
<td>3 hour course</td>
<td>$35</td>
</tr>
<tr>
<td>8 hour course</td>
<td>$50</td>
</tr>
<tr>
<td>Legal Interpreting Fees</td>
<td></td>
</tr>
<tr>
<td>Application fee</td>
<td>$150</td>
</tr>
<tr>
<td>Per credit hour fee</td>
<td>$250</td>
</tr>
<tr>
<td>Laboratory fee/course</td>
<td>$70</td>
</tr>
<tr>
<td>Comprehensive exit exam fee/student</td>
<td>$600</td>
</tr>
<tr>
<td>Golf Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Studio Art Fees</td>
<td></td>
</tr>
<tr>
<td>Special Topics</td>
<td>$15</td>
</tr>
<tr>
<td>Tutorial</td>
<td>$15</td>
</tr>
<tr>
<td>Senior Independent Study</td>
<td>$15</td>
</tr>
<tr>
<td>Senior Citizens Registration and Lab Fees</td>
<td>$25</td>
</tr>
<tr>
<td>Motor Vehicle Parking Fee (per semester)</td>
<td></td>
</tr>
<tr>
<td>On-campus surface parking</td>
<td>$100</td>
</tr>
<tr>
<td>Garage</td>
<td>$180</td>
</tr>
</tbody>
</table>
**The current College ID card is a multi-functional ID that includes a debit account system. See Auxiliary Services for more information.**

**Auditing Courses**

Persons wishing to audit regular academic courses at the College must pay special course fees and per-credit-hour costs. Persons 60 years of age or older pay no tuition but do pay a nominal fee.

Permission to audit a regular academic course must be received from the instructor teaching the course. This authorization will be given after late registration has been completed and only if there is a seat available in the class. An audit must be declared no later than the end of the drop/add period; a student may switch from grade to audit status or audit to grade status only within the drop/add period.

An audit will be recorded on a student’s permanent record at the College. Faculty may set attendance and/or other requirements for audit students; an audit may be revoked if the student does not comply with these requirements.

*NOTE: Audits are not permitted in studio courses.*

**Treasurer’s Office**

803-953-5572

**Refund Policy**

The College of Charleston authorizes academic and general fees refunds for students who withdraw from school according to the following schedules. Refunds to students will not be authorized beyond the period specified. To be eligible for a refund, the request must be submitted in writing to the Office of the Treasurer. Refunds are based on the date of official withdrawal. Students who have outstanding balances at the time of withdrawal, including those on the Payment Plan, must settle their accounts with the Office of the Treasurer.

**Academic and General Fees**

**Fall and Spring Semesters**

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the official drop/add period</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week following drop/add</td>
<td>90%</td>
</tr>
<tr>
<td>Through the second and third weeks following drop/add</td>
<td>50%</td>
</tr>
<tr>
<td>Through the fourth through seventh weeks following drop/add</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Maysemester, May Evening, Summer I Day, Summer Evening, Summer II Day**

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the official drop/add period</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first day following drop/add</td>
<td>90%</td>
</tr>
<tr>
<td>Through the second and third days following drop/add</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Through the fourth through seventh days following drop/add**

25%

For undergraduate students, reimbursement for dropped courses must be requested in writing according to the dates specified above. Refunds are not initiated for students who do not do so.

Students enrolled in graduate courses should drop the class and request reimbursement in the Office of Graduate Studies. The graduate office staff will initiate the proper paperwork and send the authorization for a refund to the Office of the Treasurer. The refund process ordinarily takes three to four weeks.

*NOTE: The refund policy is subject to change.*

**Auxiliary Services**

803-953-7834

**Meal Plans**

Students are responsible for payment of meals, eaten or not, unless a change is requested in person and approved by the Auxiliary Services Office. No decreases or cancellations after drop/add.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 meals/week</td>
<td>$480</td>
</tr>
<tr>
<td>12 meals/week</td>
<td>$595</td>
</tr>
<tr>
<td>21 meals/week</td>
<td>$650</td>
</tr>
</tbody>
</table>

*NOTE: Prices are subject to change as dictated by food and labor costs. Meal plans are non-transferable. Uneaten meals do not carry over to the next week.*

**Meal Plan Plus**

A declining balance account equivalent to a prepaid debit card, available only to those with a meal plan, can be used at any Dining Service location. A $50 minimum deposit is required with $50 increments which can be added at any time during the semester. Fall balance carries over to spring, but must be used by graduation day. Balances are not refundable.

**The Cougar Card**

The Cougar Card offers the option of a discretionary debit account, an MCI calling card, and serves as the College’s official identification card. Funds deposited in the discretionary account can be used in the Bookstore, Campus Shop, Library, Auxiliary Services Annex Office, and at Food Service outlets. A future application will allow the Cougar Card to be used instead of coins in vending machines, laundry rooms, and duplicating machines.

**Refund Policy**

Meal plan refunds will be prorated, based upon withdrawal date from the College.
**Residence Life and Housing**

**803-953-5523**

**Housing Fees**

**Room Fees**

All residences are $1125 per semester. Rooms are normally occupied by two or more students. Room fees are non-refundable. The College makes no reductions in fees because of temporary absence during the year.

**Advance Housing Payment and Damage Deposit**

An advance deposit of $200 is due from returning students on or before March 1, one-half to be credited to the fall semester and one-half to the spring semester. A $50 damage deposit and a $20 application fee are due from new students as indicated in the letter of acceptance, and the $200 advance deposit will be required upon return of the housing contract.

The $200 Room Reservation and $50 Damage Deposit are refundable with written notification to the Office of Residence Life by the prescribed deadline stated in the Housing Contract upon withdrawal from the College less any outstanding charges for damages and keys. The $20 application fee is non-refundable.

**Office of the Registrar**

**803-953-5668**

**Transcript Charge**

One transcript of a student's record will be issued free of charge. Additional copies may be secured at $5.00. There is a $5.00 additional fee for Fax. Checks or money orders should be made payable to the College of Charleston. Transcripts will not be issued for any student whose account is in arrears with the Office of the Registrar or the Office of the Treasurer. A student's record can be released by the Registrar only upon specific signed request of the student. This request must be made in writing at least two weeks before the date the transcript is desired.

**Financial Assistance & Veterans Affairs**

**Title IV School Code: 003428**

**803-953-5540**

The College of Charleston offers financial assistance to help students meet educational expenses. The College recognizes that the cost of a college education is a major expense item in most budgets, therefore, financial assistance programs may help eligible students who need assistance to attend the College.

Most financial aid is awarded on the basis of financial need. To ensure an effective and fair assessment of need, the College subscribes to the "Federal Methodology" for an evaluation of family financial resources. The evaluation determines the amount of expected family contribution.

When the evaluation indicates an inability of a family to pay the total cost of an education from its own resources, the College provides assistance through its participation in federal student aid programs. In addition, the College offers merit-based scholarships that are awarded on a competitive basis to students with exceptional academic credentials and restricted scholarships that are awarded to students who meet the criteria established by the individual donors.

Financial Aid counselors are available to assist students and families with the financial aid process and in identifying sources of financial aid. Information about College of Charleston financial aid services can be accessed through the Internet and found in the Administrative and Academic Offices section of the College of Charleston's homepage using this address: http://www.cofc.edu

**Application Process**

To apply for federal assistance, students must be 1) admitted to a degree seeking program, 2) citizens or permanent residents of the U.S., and 3) in compliance with the Reasonable Academic Progress Policy for Federal Aid applicants. Students are encouraged to begin the application process 90 days prior to the date funds are needed.

The College of Charleston uses the Free Application for Federal Student Aid (FAFSA) which is available to students nationally. The FAFSA may be obtained from a high school guidance counselor's office or from the financial aid office at any college or university. Students applying to the College should list the College of Charleston on the FAFSA as one of the six institutions to receive financial aid information. The College of Charleston's Title IV School Code needed for this section of the FAFSA is 003428. Applications received by the March 15th priority due date will be considered for all funding.

**Financial Aid Transcript Requirement**

Transfer students who intend to apply for federal financial aid will need to request a financial aid transcript from each post-secondary institution previously attended to be sent to the Office of Financial Assistance & Veterans Affairs at the College. This includes both undergraduate and graduate study, whether or not any financial aid was received. No federal financial aid may be awarded or disbursed until the financial aid transcript is received.

**Verification Requirement**

Approximately 30% of all students who apply for federal assistance are selected by the U.S. Department of Education for a process called verification. The verification process requires the student to submit documentation to verify the data submitted in the Free Application for Federal Student Financial Aid (FAFSA). The typical documents needed to complete this process are: a signed copy of the parent(s) and student's (spouse's) federal tax return(s) including any schedules submitted with these federal tax returns, the verification worksheet, and any additional documentation to verify untaxed income and/or benefits received. The Office of Financial Assistance & Veterans Affairs will send a follow-up
letter to identify any missing documentation needed to complete the verification process.

The student must complete the verification process 30 days prior to the end of the final term of enrollment for the academic year in question. Failure to comply with this deadline will result in the student no longer qualifying for federal financial aid for the given academic year.

Title IV Sources of Financial Assistance (completion of the FAFSA required)

Federal Pell Grant
The Pell Grant is the largest federal grant program and is offered to students seeking their first undergraduate degree. The amount a student can receive is based on financial need and the student’s enrollment status. No repayment is required.

Federal Supplemental Education Opportunity Grant (FSEOG)
Awards are made to students who demonstrate financial need. Awards range from $200 to $500 each year depending on a student’s financial need, eligibility for other aid, and the availability of funds. No repayment is required.

Federal Work Study
The Federal Work-Study program provides part-time job opportunities for students who demonstrate financial need. Students who work earn income to assist with educational expenses. Students interested in Federal Work Study should indicate interest in student employment on the FAFSA.

Federal Perkins Loan
The Perkins Loan Program is available to students who are enrolled at least half-time in a degree-seeking program and who demonstrate financial need.

An eligible student may qualify for up to $4,500 for the first two years of study not to exceed $9,000 in a four-year period. Repayment of the loan begins nine months after a student graduates or leaves school. During the repayment period, five percent interest is charged on the unpaid balance of the loan principal. Under certain circumstances repayment may be canceled or deferred.

Federal William D. Ford Loan Program
Long-term, low-interest loans are available for students. Loans range from $2,625 for freshmen, $3,500 for sophomores, to $5,500 for juniors and seniors, to $8,500 for graduate students. Independent students who meet the federal criteria for independence may also apply for an unsubsidized student loan which allows the student to borrow an additional $4,000 for freshman and sophomore year, $5,000 for junior and senior year, and up to $10,000 for graduate students. The interest rate is variable. Repayment begins six months after the student ceases half-time enrollment.

Reasonable Academic Progress
Applicants for federal assistance are required to be in compliance with the Reasonable Academic Progress (RAP) Policy for federal financial aid recipients at the College of Charleston. The following standards of reasonable academic progress apply to recipients of Title IV Federal Financial Assistance which includes such federal programs as Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Federal Work Study, Federal William D. Ford Loans, and the Parental Loan for Undergraduate Students (PLUS). Students receiving financial assistance must be making reasonable academic progress toward a degree as prescribed by the Office of Financial Assistance and Veterans Affairs.

To be in compliance with the reasonable academic progress standards, undergraduate students must meet the following requirements:

1. You must earn the minimum grade point average (GPA) indicated below:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 19</td>
<td>1.50</td>
</tr>
<tr>
<td>20 - 59</td>
<td>1.80</td>
</tr>
<tr>
<td>60 - 89</td>
<td>2.00</td>
</tr>
<tr>
<td>90 &amp; up</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. You must complete, with passing grades, at least 80% of the total number of quality hours carried for the academic year.

3. You must accumulate the following number of earned hours by the end of each academic year to retain eligibility for financial assistance:

<table>
<thead>
<tr>
<th>Academic Years Completed</th>
<th>Min. Undergrad. Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>122</td>
</tr>
</tbody>
</table>

Full time students (12 hours or more for undergraduates/9 hours or more for graduate students) have five academic years in which to complete a degree. Less than full-time students will be extended on a pro rata basis not to exceed the equivalent of 10 semesters of full-time enrollment.

The number of credit hours in which the student is enrolled the first day after drop/add will be used as official enrollment for financial assistance purposes; full-time status is 12 or more hours. If a full-time student withdraws from classes and reduces his enrollment below full-time status, the student will not be meeting the minimum number of hours to be earned in one academic year. The deficit hours must be made up in the subsequent or summer semesters immediately following the deficient term or the student may be ineligible for further financial assistance.
An incomplete (I) grade indicates that the student has not finished all coursework required for a grade; students are allowed sixty (60) days to complete the work. Incompletes will not count as hours earned until a final grade is determined. Institutional credit (remedial/developmental) courses will be counted as hours earned for financial assistance purposes but are not counted toward a baccalaureate degree. Repeated courses will be counted as hours carried, provided the student meets all other criteria for reasonable academic progress.

Entering first year students, who are otherwise eligible, are considered to be in compliance with the reasonable academic progress policy. Upperclass students who are first time applicants and returning students will have their previous academic records reviewed to determine their eligibility for assistance.

Entering transfer students will have their placement into the five year program determined by the total number of credits accepted by the College of Charleston. Transfer students who were not in compliance with the reasonable academic progress policy at their previous institution, as indicated on their Financial Aid Transcript, are not eligible to receive assistance.

College of Charleston students who are readmitted into the Three Year Option program will be considered as entering transfer students.

Academic Progress Review

Financial aid applicant records will be reviewed at the end of the fall/spring semesters, and students will be notified if reasonable academic progress standards are not met. Students determined to have any deficiencies will be notified in writing and placed on financial aid warning for the upcoming semester.

Students who continue to be deficient at the end of the warning semester will be placed on probation and notified by letter.

Students with deficiencies remaining at the end of the probation semester will be placed on financial aid exclusion. No Title IV funds will be disbursed to students under exclusion due to hours or GPA deficiencies. The student will be sent a notification letter regarding the financial aid exclusion status. A student may appeal this exclusion by completing a reasonable academic progress appeal form available at the Office of Financial Assistance. Only an approved appeal will allow a student to continue to receive financial assistance.

Refunds and Financial Aid

The official College policy and procedure concerning refunds which result from withdrawal or reduction in hours is contained in the "Fees" section of this Catalog. Students who withdraw or reduce hours may be eligible to receive a refund as provided by the official College policy; however, recipients of financial aid generally do not receive the refund. The refundable portion of institutional costs must be credited to the appropriate student aid fund.

Federal regulations require that whenever a student has received any amount of federal assistance, a portion or the entire refund must be returned to the appropriate student aid fund.

The Office of the Treasurer will, in accordance with federal guidelines, determine the portion of the refund to be returned to the student aid account(s). The refunded funds will be applied to the appropriate accounts according to the following priority:

1. Federal William D. Ford Loan
2. Federal Direct PLUS Loan
3. Federal Perkins Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant

The amount applied to each fund account will not exceed the amount disbursed from that account, with remaining funds being applied to the second, third, fourth priority, and so forth, until the refund is exhausted.

Financial Assistance Refund Policy

All students enrolling for their first semester at the College of Charleston who are receiving financial assistance will be subject to a pro rata refund policy. Under the pro rata refund policy, when a federal aid recipient withdraws from school during the first 60% of the term a pro rata refund will be calculated for tuition and fees, room, and board. Generally, any refund would be returned to the federal aid program(s) from which the student received aid.

Additional Sources of Aid

South Carolina Teacher Loan Program

Residents of the State of South Carolina who plan to enter the teaching profession in the public school system and who are seeking their first certification may apply to the program. The loan is not need based and can be forgiven at the rate of 20 percent per year of teaching service in a critical need area. Applications are generally available in the spring for the upcoming academic year and can be picked up at the Office of Financial Assistance.

Veterans' Benefits

Certain armed forces' veterans and dependents of veterans who qualify with the Veterans Administration are eligible to receive educational assistance. Information and applications are available by
contacting the V.A. Regional Office at 1-800-827-1000 or by calling the Veterans Affairs Coordinator located in the Office of Financial Assistance & Veterans Affairs at 803-953-6502.

**Vocational Rehabilitation Benefits**

Students who are physically handicapped or otherwise disabled may qualify for Vocational Rehabilitation benefits. Information may be obtained from the Vocational Rehabilitation Department, P.O. Box 4945, 301 Landmark Center, Columbia, S.C. 29240.

**Air Force ROTC Scholarships**

Air Force ROTC provides full-tuition scholarships for qualified students in their junior and senior year. Scholarship recipients are limited to students with superior academic records who have been previously accepted for enrollment in the Air Force ROTC programs at Charleston Southern University. Students who accept an Air Force ROTC Scholarship are required to successfully complete at least one quarter/semester of college instruction in a “major” Indo-European or Asian language as defined by the Department of Languages. Textbook fees, a $100 monthly stipend, and other reasonable fees are also paid. Application should be made through the Professor of Aerospace Studies, Charleston Southern University, (803) 863-7149.

**Bernard M. Baruch Loan Fund**

Established in 1939, the Bernard M. Baruch emergency loan fund is available to upperclassmen who experience unplanned expenses due to an emergency situation. Loans are made on a 30-day basis and must be repaid within that time to avoid interest charges. Loan approval depends upon the availability of funds.

**Athletic Grant-in-Aid (Department of Athletics)**

803-953-5556

The Department of Athletics provides funds to the best qualified athletes. Eligibility criteria and selection are handled by the coaches and the Athletics Director.

**Academic Scholarships (Office of Admissions and Continuing Education)**

803-953-5670

Students who apply for admission on or before January 15 automatically are considered for academic scholarships. The selection process is highly competitive. Generally, students should meet the following criteria in order to be competitive: 1) graduate in the top 10 percent of their high school graduation classes, 2) score 1300 or better on the SAT or 30 on the ACT, 3) possess strong academic records, and 4) have special talents or participate in activities that demonstrate leadership.

The Presidential Scholarship is the College’s most prestigious award. The Harrison Randolph Scholarships are typically awarded to alternates for Presidential Scholarships and to other academically qualified students using the same selection criteria. General College of Charleston Scholarships are given to qualified students on an annual basis. The stipend amount will vary from scholarship to scholarship.

Students who have completed at least 30 hours of credit at the College and who are not currently receiving a scholarship may also be considered for a scholarship. Grades are reviewed in the spring, and students currently holding a scholarship who meet the criteria are rewar ded. If any funds remain after renewals, new scholarships may be awarded based on academic achievement and financial need to upperclass students.

There are also certain restricted and endowed scholarships for which the Office of Financial Assistance & Veterans Affairs submits possible candidates. Candidates are selected or recommended on the basis of cumulative grade point average, financial need, and/or any restrictions set by the original donors. The Office of Financial Assistance & Veterans Affairs maintains a scholarship board that lists private sources of scholarships from outside organizations. Students may also wish to investigate scholarship possibilities, some of which are suggested below:

1. Parents’ employers or professional organizations
2. Community organizations (e.g., chamber of commerce)
3. Fraternal organizations (e.g., Elks, Rotary Club, etc.)
4. Local PTA groups
5. Local businesses and industry
6. Use the Internet -- search the World Wide Web for financial aid sources
7. Use fast WEB, a scholarship search program available through the College of Charleston’s home page and found in the financial aid section of Administrative and Academic offices.

Access the College’s home page at this address:
http://www.cofc.edu

The College and local library contain several reference books listing possible scholarship sources.

**Renewal Policy**

There are certain standards for renewal of scholarships awarded by the College. Recipients must complete no fewer than 24 semester hours each academic year, excluding Mayrnester and Summer School. Recipients of all scholarships must maintain a cumulative GPA of 3.0, unless noted differently in the scholarship agreement. If a scholarship is renewable and the student has maintained the required academic standards, the scholarship will be renewed automatically. Renewals are made in the spring of each year for the upcoming academic year. Students are notified of renewal in early summer.

**Endowed Scholarships and Special Gifts**

The following scholarships are made possible from gifts to endowed
scholarship funds and special gifts made through the College of Charleston Foundation and the Alumni Association. Academic performance and the wishes of the donor are considered in making these awards. The funds generated from these endowed and special gifts are used to award those qualified students described above and do not mean that the student must file an application for each source.

Saul Alexander Scholarship. Annual scholarship made possible by a grant from the Saul Alexander Foundation with first preference given to students from Charleston and Summerville.

Alumni Association Scholarships. The Alumni Association of the College offers scholarships to entering freshmen and upperclassmen. Formal application is required by March 1 and application forms are available from the Office of Alumni Affairs and the Office of Financial Assistance. Primary consideration is given to applicants who demonstrate strong leadership skills and are children of alumni.

School of the Arts Departmental Scholarships. Various scholarships are offered annually. The Departments of Art, Art History, Music, and Theatre select recipients on the basis of artistic performance.

Anonymous Scholarship. An unrestricted scholarship established by a devoted friend of the College. The scholarship will remain anonymous until his death.

Association for Computing Machinery Scholarship. An annual scholarship established in 1991 by the Student Chapter of the Association for Computing Machinery to encourage the study and use of computing and computing machinery. The award is given to a graduating high school senior who has been accepted to the College and has submitted the winning essay in an annual competition held by the Computer Science Department. The scholarship is for the freshman year only and is open to all applicants regardless of major.

Wilfred W. Ballard Scholarship. Established in 1982 by bequest of the late Wilfred W. Ballard for support of worthy students enrolled in the College.

Minnie L. Barnett Scholarship. Established in 1926 by Mrs. Minnie L. Barnett of Sumter, South Carolina, to provide scholarships for women students.

Bayer Scholarship. Funds are made available through an annual gift from Bayer, Inc. and are designated for chemistry majors. Selection is made by the Department of Chemistry.

The Jaclyn and Herbert Berlinsky Scholarship. Established in 1993 by Jaclyn and Herbert Berlinsky, the scholarship is designated for gifted South Carolina students who require financial aid. Mrs. Berlinsky graduated from the College in 1960. Students must maintain a 2.5 grade point average.

Frances Bennett Memorial Scholarship. Established as an annual award by the Charleston Junior Woman's Club in memory of Frances Bennett, an alumna of the College and a charter member of the club. The scholarship is open to women from the tri-county area. The recipient is selected by the club.

T. Moultrie Beshere, Sr., Scholarship. Established in 1982 by Thomas M. Beshere, Jr., as a memorial to his father, T. Moultrie Beshere, Sr. The purpose of this scholarship fund is to provide financial assistance to worthy students.

Charles V. Boykin Scholarship. Established in 1986 by Charles V. Boykin, Class of 1937, to provide assistance to students studying marine engineering and naval architecture. Recipients study at the College for two to three years taking pre-engineering and liberal arts courses and then complete their degrees at the University of Michigan.

Gregory A. and Cynthia Tate Brewer Scholarship. Established in 1984 by Mr. O. W. Brewer in honor of his son and daughter-in-law, both graduates of the College. This scholarship provides assistance to a South Carolina resident who is a junior or senior majoring in chemistry and is awarded by the Department of Chemistry.

Walter James Bristow Scholarship. Established in 1978 by Mrs. Walter J. Bristow in honor of her husband. This fund provides financial assistance to a pre-medical student from South Carolina. Dr. Bristow was a member of the College of Charleston's Class of 1911.

Laurie Lanahan Brown Scholarship. Established by Dr. Laurie L. Brown, Class of 1950, for students with financial need. Preference is given to pre-medical students or those from Clarendon County.

Frances Gooding Buell Memorial Scholarship. Established in 1992 by Colonel George Buell, Class of '22, in memory of his wife, Frances, Class of '24. The scholarship is administered by the Alumni Association with first preference given to children of alumni. Applications may be obtained from the Alumni Association and the Office of Financial Assistance.

The George B. Buell Scholarship. Established in 1994, the scholarship is awarded to an incoming freshman on the basis of academic merit, leadership, and extracurricular activities. Colonel Buell is a member of the Class of '22.

Julius and Margaret Burges Scholarship. Created by Julius and Margaret Burges, Classes of 1935 and 1939, to assist students with strong academic records who also have financial need.
Frank X. Burkart Scholarship. Awarded to a student with demonstrated financial need. The scholarship was established in 1984 by Dr. Thomas Burkart, Class of 1969, in honor of his father who attended the College from 1948-1949.

George Adam and Pierrine Smith Byrd Scholarship. An unrestricted scholarship established by Pierrine Byrd, Class of 1922. Mrs. Byrd was the first woman to graduate from the College and received the College’s Founders Medal in 1986.

Thomas Carroll Memorial Scholarship. Established in 1985 by Robert and Edwin Carroll in honor of their father, Thomas W. Carroll. The recipient is a computer science major and is selected by the department.

Charleston Chapter of the American Society of Military Comptrollers Scholarship. Annual scholarship made possible by the Society for students majoring in business. Selection for the award is made by the School of Business and Economics.

Benjamin and Frances Cheek Scholarship. Established in 1990 by Dr. and Mrs. Benjamin Cheek, this scholarship is designated for students with demonstrated financial need who also show academic promise. Children of alumni and currently employed faculty or staff are not eligible. Dr. Cheek is a member of the Class of 1946.

Class of 1938 Scholarship. Established in 1988 by members of the class in honor of their 50th reunion to assist outstanding students. The scholarship is awarded to freshmen who have also been accepted to the College’s Honors Program.

Class of 1939 Scholarship. Established by members of the Class of 1939 in honor of their 50th reunion. The scholarship is unrestricted.

Class of 1941 Scholarship. Established by members of the Class of ‘41 in honor of their 50th reunion. The scholarship is unrestricted.

Class of 1942 Scholarship. Established by members of the Class of ‘42 in honor of their 50th reunion. The scholarship is unrestricted.

Class of 1943 Scholarship. Established by members of the Class of ‘43 in honor of their 50th reunion. The scholarship is unrestricted.

Class of 1965 Scholarship. Established by members of the class in honor of their 25th reunion. The scholarship is awarded by the Alumni Association with first preference given to children of alumni. Applications may be requested from the Alumni Association and the Office of Financial Assistance and Veterans Affairs.

College of Charleston Foundation Scholarships. College of Charleston, Presidential, and Harrison Randolph scholarships are awarded from this fund which comes from the income derived from the combined endowments of the Edward R. Miles Scholarship, established in 1899 by Mrs. Mary Peronneau; the Asher D. Cohen Scholarship, established in 1905 by Mrs. Miriam Cohen; the A.C. Kaufman Scholarship, established by bequest of the late A.C. Kaufman; the David Sternberger Scholarship, established in 1931 by Mrs. David Sternberger; the Julian F. Nohrden Scholarship, established as a memorial to the late Julian F. Nohrden by the Parent/Teacher Association of Julian Mitchell School; the Rosalie Raymond Scholarship; the Thomlinson Scholarship, established in 1945 by Mrs. Edwin S. Thomlinson; and the Yarnell Scholarship Fund, established in 1962.

Frederick Jacob Collins Scholarship. Established in 1986 by Frederick J. Collins. Preference is given to students who are residents of Greenville County.

Catherine Tobin Corelli Memorial Scholarship. Established through the bequest of Catherine Corelli, Class of 1929. The scholarship is unrestricted.

Benjamin F. Cox Memorial Scholarship Fund. Established in 1982 by members of Avery Institute, Class of 1932, in memory of Benjamin F. Cox, who served as principal of Avery from 1915 to 1936. Awarded annually to students from public schools in the city or county of Charleston with priority given to minority students.

Johnson Wood Cox Memorial Scholarship. Established in 1978 by members of Alpha Tau Omega Fraternity and friends in honor of Johnson Cox, Class of 1982. The purpose of this fund is to provide financial assistance to a premedical student at the College who is a member of a Greek fraternity or sorority. The student selected must have a 3.6 or higher grade point average.

Carolina De Fabritius Scholarship. Established in 1969 by the late Carolina De Fabritius Holmes, wife of Alexander Baron Holmes. First preference for the award is given to students majoring in romance languages or the fine arts.

Alexandria Dengate Memorial Scholarship. Established by Mrs. Margaret Dengate in 1984 in memory of her daughter. The scholarship is awarded to an incoming freshman who has indicated a desire for a career in public service. Additional Dengate Scholarships are awarded to sophomore or junior political science students selected by the department.

Rembert Coney Dennis Scholarship. Established in 1976 by friends of Rembert Coney Dennis, state Senator from Berkeley County, to provide
scholarships to students from Berkeley County, South Carolina.

**Alexander C. Dick Scholarship.** Established in 1987 by Alexander C. Dick, Class of 1915, and Edwina Dick to provide assistance to juniors or seniors who plan to continue their studies in law school. Formal application is required. The scholarship is renewable for one year if awarded at the junior level.

**Charlotte Buist Dickson Scholarship.** Established in 1990 by Charlotte and Robert Dickson. The scholarship is designated for a tennis or basketball player from South Carolina with preference given to students from the tri-county area. Mrs. Dickson was a member of the Class of ’37.

**Charles and Mary Pratt Edmondston Scholarship.** Established in 1964 by Frances F. Coleman, Class of 1932, and the descendants of Charles and Mary Pratt Edmondston. The scholarship is worth full tuition during a student’s junior and senior years at the College. The award recognizes the student who exhibits the highest scholarly record and potential in the pursuit of an undergraduate degree in business or economics. This scholarship is awarded through the School of Business and Economics.

**Johnette Green Edwards Scholarship.** Established in 1977 by friends of Johnette Green Edwards to benefit handicapped students attending the College of Charleston.

**Charles Kevin Elliott Memorial Scholarship.** Established in 1990 by family and friends in honor of Kevin Elliott, a member of the Sigma Epsilon Fraternity and the Class of 1993. The scholarship is unrestricted.

**Exchange Club of Charleston Scholarship.** Funds are donated annually by the Exchange Club of Charleston with the recipients selected on the basis of scholastic performance and community service. The award is limited to students from Charleston, Berkeley, and Dorchester counties.

**Faculty/Staff Dependent Scholarship.** An annual scholarship for children of College Faculty and Staff members. Funding for the scholarship is made possible by the College of Charleston Foundation.

**Federation of Charleston Women’s Club Scholarship.** An annual scholarship made possible by the Federation for disabled students.

**The Robert McCormick Figg Memorial Scholarship.** Established by Strom Thurmond, the John P. Gay Charitable Trust, the South Carolina Ports Authority, and devoted friends of Robert McCormick Figg, Class of 1920. The scholarship is for juniors or seniors who are minoring in intermodal transportation and have taken extensive political science courses. It is awarded by the School of Business and Economics. Students must have a 3.0 or higher GPA to apply.

**Harry Freeman Scholarships.** Established in honor of Professor Harry Freeman, Class of 1943, upon his retirement from the College. Dr. Freeman taught at the College for more than 29 years and the scholarships were established by his former students and friends in appreciation for his work. Freeman Scholarships are reserved for two purposes: 1) for the children of alumni, who are selected on the basis of their leadership potential by the Scholarship Committee of the Alumni Association; and 2) for students majoring in biology, who will be selected by the Department of Biology.

**Gordon D. Foster Golf Scholarship.** Endowed in 1992 by Mr. and Mrs. Bruce W. Foster and Mr. Bruce Foster in memory of Gordon Foster. The scholarship is for members of the men’s golf team.

**Girardeau Scholarship.** Established in 1995 by Mrs. Julian Mitchell, the former Margaret Girardeau, in memory of her grandfather, The Rev. Doctor John Lafayette Girardeau, D.D., LL.D., Class of 1844. The scholarship is designated for students majoring in any area of study within the School of the Arts and is awarded by the School.

**Goer Endowed Athletic Scholarship.** Established in 1984 by Ernest J., Alan B., and Albert R. Goer. The scholarship is designated for a full-time student athlete, generally a male basketball player.

**William Heyward Grimball Scholarship.** Established in 1925 by the late Charlotte M. Grimball and Gabriella M. Grimball as a memorial to their brother, William Heyward Grimball, valedictorian of the College of Charleston, Class of 1857. He died in 1864 while serving as a lieutenant in the Confederate Army.

**William Nelson Grooms Memorial Scholarships**
Established in 1988 by Mrs. Caroline Gill, Ms. Emily Bennett, and an anonymous donor in honor of William N. Grooms, noted Charleston businessman. The scholarships are given to students majoring in business and are awarded through the School of Business and Economics.

**Guérard Scholarship.** Established in 1986 by Theodore Guérard, Class of 1950, and Elizabeth M. Guérard in memory of Mr. Guérard’s parents, Russell B. and Margaret W. Guérard. In awarding the scholarship, preference is given to students who are from Charleston.

**B.A. Hagood Scholarship.** Established by the South Carolina Electric and Gas Company in honor of B.A. Hagood, the first president of the South Carolina Power Company. The award is restricted to students from Charleston, Dorchester, or Berkeley counties who have financial need.
Lloyd Hamm Memorial Scholarship. Established in loving memory of Lloyd "Petey" Hamm, Class of 1958, by his family and friends. It is reserved for students in the Honors Program.

Hargrave Fund. Established in 1982 by Miss Margaret A. Moody in memory of her grandmother who was a native of the city of Charleston. The scholarship funds are to be used for adult students who are continuing their education.

Dr. Lancelot Minor Harris Scholarship. Established in 1956 by Harry Simonhoff, Class of 1917, as a memorial to Lancelot M. Harris, Professor of English at the College from 1898-1947.

Dr. Lancelot Minor Harris Scholarship in English. Established in 1985 by Mrs. Isabelle Mebane, Class of 1928, to honor Dr. Harris and to encourage students majoring in English.

The Lee Harwood Memorial Scholarships. Established in 1991 through the estate of Mrs. Alison Harwood, a friend of the College, and former editor of *Vogue* magazine, the scholarships are named for her late husband, Lee. Half of the scholarships are reserved for students majoring in music and half are general scholarships. All Harwood Scholarship awards are designated for students who demonstrate academic merit and financial need.


Rebecca Herring Scholarship. First offered in 1990, the funds for this scholarship were donated by Professor Herring's former students, colleagues, friends, the accounting community, and family in appreciation of her outstanding work. One or two scholarships ranging from $500 to $1,500 are awarded each spring semester. To be eligible, students must have satisfactorily completed at least nine semester hours of accounting (minimum six hours at the College of Charleston) and be pursuing a major in accounting. Applicants must also have completed 60 semester hours and have a minimum cumulative GPA of 3.0.

Hibernian Society Foundation Scholarships. Annual awards made possible by members of the Hibernian Society of Charleston. The awards are made on the basis of special application that is available in the Office of Student Financial Assistance. Preference is given to students from the tri-county area.

Hightower Golf Scholarship. Established in 1990 by Mr. James F. Hightower (Class of 1982), Mr. William C. Hightower, and Mr. Arthur W. Hightower in honor of their father, Mr. Cooper Hightower. Additional support was given by the Hon. James F. Edwards ('50), former governor of South Carolina. This scholarship provides full tuition and fees for a men's golf team member.

Sharon Stella Holbert Memorial Scholarship. Established in 1993 by the family and friends of Sharon Holbert, a member of the class of 1994. The award is open to junior and senior elementary education majors. Selection is based on academics and extra-curricular activities with first preference given to students from York County and members of the Chi Omega Sorority.

Alexander Baron Holmes Scholarship. Established in 1969 by bequest of Carolina De Fabritius Holmes in memory of her husband, Alexander Baron Holmes, and his grandfather, Francis S. Holmes, professor at the College of Charleston. Preference is given to a student majoring in one of the sciences.

John Klein Hornik Scholarship. Established in 1957 by Mary P. Hornik in memory of her husband John Klein Hornik to assist needy and worthy students attending the College of Charleston.

J. Edgar Hoover Foundation. Annual scholarship awarded by the J. Edgar Hoover Foundation to students with a demonstrated interest in criminology or law. The award is open to juniors and seniors on the basis of special application.

Huguenot Scholarship. Established in 1988 by Frances Coleman, Class of 1932, and descendants of the Huguenot settlers to celebrate the lives of their ancestors and to recognize their contributions to the state of South Carolina. The scholarship is open to junior and senior students majoring in French and is awarded on the basis of application through the Department of Languages.

Intermodal Scholarship. Annual award made by the South Atlantic Port Association for seniors studying intermodal transportation. Selection is through the School of Business and Economics.

F. Mitchell Johnson Scholarship. Established in 1989 by Mr. F. Mitchell Johnson, a member of the Class of 1937. The scholarship is awarded to an outstanding student athlete.

George E. Keeler, Jr. Golf Scholarship. Established in 1990 to provide full tuition and fees for a member of the men's golf team. The scholarship was provided by Mrs. Miriam Keeler, a former instructor and faculty chair in the English Department, in honor of her husband, Ret. Gen. George E. Keeler, Jr. General Keeler taught mathematics and coached the golf team at the College from 1960-1970.

Kirk Sheridan Kessler Memorial Soccer Scholarship. Established in 1990 by Mr. and Mrs. Raymond Kessler and friends in memory of Kirk Kessler, Class of '80, who was an outstanding soccer player and team leader. The scholarship is awarded to gifted soccer players.

Ketner Emerging Leaders Scholarships. Established in 1989 by Linda Ketner. The purpose of the scholarships is to reward, encourage, and promote leadership skills among women students with preference given to Southern women. Recipients must exhibit and continue to be involved in community volunteer service. Special application is required.

Betty A. Kinloch Scholarship. Established in 1981 by Mrs. Betty A. Kinloch for students pursuing degrees through the continuing education program.

Kreitzer Scholarship in Piano Performance. Established in 1990 in honor of Michael and Scott Kreitzer by Mrs. Sharon Kreitzer. The purpose of the scholarship is to inspire and encourage gifted pianists. It is awarded by the School of the Arts.

Martha LaFourcade Memorial Scholarship. Established in 1992 through the estate of Martha LaFourcade, a friend of the College. The fund is unrestricted.


Wendell M. Levi Memorial Scholarship. Established through the bequest of Wendell Levi, Class of 1912. The scholarship is unrestricted with first preference given to students from Sumter County.

William E. McLeod Scholarship. Endowed in 1992 from the proceeds of the McLeod estate, the scholarships are for students with academic merit who also have financial need.

McLeod-Frampton Scholarship. Scholarship funds awarded yearly by the Agricultural Society of South Carolina to marine biology majors selected by the department.

Isabella Mebane Memorial Scholarship in Piano Performance. Established in 1990 by Mrs. Isabelle Mebane, Class of 1928, in memory of her daughter, Isabella. The purpose of the scholarship is to inspire and encourage outstanding young pianists. It is awarded by the School of the Arts.

Tony Meyer Scholarship. Created in 1995 by alumni and friends of Tony Meyer, Class of '49, to honor his lifetime of service to the College and the Alumni Association. Recipients must be children of alumni.

Dr. Nathan E. Miles Memorial Scholarship. Created by Dr. Nathan E. Miles, Class of '31, in 1995 to assist students who are studying to be elementary or special education school teachers. The scholarship is administered by the School of Education.

MI-TECH Corporate Scholarship. Established in 1990 by the MI-TECH Corporation, the annual scholarship provides full tuition, room, and board for a minority student with first preference given to students from the North Charleston area.

Francis J. Morrissey Scholarship. Established by the friends and family of Francis Morrissey in 1987. The scholarship is for a member of the Sigma Alpha Epsilon Fraternity.

Harold Mouzon Memorial Scholarship. Established by Mrs. Elizabeth Sadler, Class of 1946, in 1993 in honor of her father, Harold Mouzon. The scholarship is for outstanding students majoring in classical studies or minoring in Greek or Latin. The scholarship is awarded by the department.

John D. Muller Memorial Scholarship. An unrestricted scholarship established in 1990 by Barbara Lindstedt in honor of her father, John Muller, a member of the Class of 1890.

O'Neill Scholarship. General scholarship established in 1908 by Michael E. O'Neill as a memorial to his three nephews, Dennis O'Neill, Michael O'Neill, and Daniel O'Neill.

Mrs. James H. Parker Scholarship. Established in 1967 by the New York Chapter of the United Daughters of the Confederacy in honor of Mrs. James H. Parker. Preference is given to women students.

Edwin Davis Peacock Endowed Memorial Scholarship in Music. Established in 1989 by the family and friends of Mr. Edwin Davis Peacock. The scholarship, awarded by the School of the Arts, is presented to outstanding students of music who play stringed instruments.


Pilot Club of Charleston Scholarship. Awarded annually by the Pilot Club of Charleston, S.C., Inc., to students in need of financial assistance. Preference is given to unmarried women students from the tri-county area entering their sophomore, junior, or senior years. Selection is based on academic performance and financial need.

The Peter Gilman Pinckney Memorial Scholarship. Established in 1992 by Mr. and Mrs. Lucian W. Pinckney in honor of their son, Peter,
who died during his junior year at the College. The scholarship is designated for academically outstanding students who are participating in the College's Honor Program. Mrs. Pinckney is a member of the Class of 1951.

Central P.T.A. Scholarship. Established to provide financial assistance for a deserving student at the College of Charleston.

Charlie Post Scholarship. Established in 1985 by the Charleston Running Club as a memorial to Dr. Charles Post, former head of Student Health Services at the College. The scholarship is designated for juniors and seniors who participate in physical activities, are enrolled in a physical education or pre-medical program, and who are interested in pursuing further education in the field of sports medicine. Students are selected by special application. This scholarship is not renewable.

Louise Johnson and W. Howard Read Scholarship. This scholarship was established in 1977 by the family and friends of Louise Johnson Read and W. Howard Read. During their lifetimes they were generous contributors to the College. Mrs. Read was the mother of three distinguished graduates of the College of Charleston. The scholarship is unrestricted.

Helen Schachte Riley Scholarship. Established in 1967 by Mrs. Helen Schachte Riley, Class of 1936, to provide an annual scholarship to a deserving student. Preference is given to students who are Charleston County residents with financial need who are majoring in biology or any one of the sciences.

Margaret and Mendel Rivers Scholarship. Established in 1971 by friends in honor of Margaret Rivers, Class of 1935, and Congressman Mendel Rivers. Preference is given to residents of the First Congressional District of South Carolina.

Emmett E. Robinson Memorial Scholarship. This scholarship was created by the friends and family of Emmett Robinson, Class of '35. Professor Robinson taught the first theater classes at the College and also founded the Footlight Players. The scholarship is awarded by the School of the Arts. It is for students majoring in theater.

D. L. Scurry Foundation Scholarship. This scholarship is made possible through funds contributed by the D. L. Scurry Foundation for students with financial need.

Willard A. Silcox Scholarship. Established by the Alumni Association in honor of Willard A. Silcox, Class of 1933, and designated for children of College of Charleston alumni. Formal application is required by March 1 and application forms are available from the offices of Alumni Services and Student Financial Assistance.

Janet E. Simcox Memorial Scholarship. Established in 1981 by family and friends in memory of Janet E. Simcox, Class of 1978. The purpose of this fund is to provide assistance for students in the fine arts, with preference given to the visual arts.

Albert Simons Memorial Scholarship in the Visual Arts. Established in 1990 by Mr. Albert Simons, Jr., Class of 1938, and Mr. Stoney Simons in memory of their father, Albert Simons, an outstanding alumnus of the College. Mr. Simons, an architect, founded the College's Department of Fine Arts. The award is made by the School of the Arts.

Harold W. Simmons Scholarship. Established in 1971 as a memorial to Mr. Harold W. Simmons by his son, Penrod Simmons. Preference is given to students from Charleston County.

Louis Johnson Small Scholarship. Created in 1995 by Robert Scott Small, Class of '36, in honor of his mother. The scholarships are for students from South Carolina who have financial need and academic merit.

J. Adger Smyth Scholarship. Established in 1945 by bequest of the late Mrs. J. Adger Smyth as a memorial to her husband. Mr. Smyth was a graduate of the College and mayor of Charleston. Preference is given to male South Carolinians.

The Society of First Families of South Carolina. An annual scholarship given by the Society to senior history majors with a special interest in early South Carolina history. The recipient is named by the Department of History.

S.S. Solomon Scholarship. Established in 1957 by bequest of the late Mrs. Zipporah Solomon. Preference is given to Jewish students with financial need.

South Carolina Society Scholarship. Established in 1954 by The South Carolina Society to provide unrestricted scholarship funds.

South Carolina Stevedores Scholarship. Established in 1993 by the Stevedores for rising junior or senior business majors who are studying intermodal transportation or intermodal business. Recipients are selected by the School of Business and Economics.

Arthur Stern, Jr., Scholarship. Established by the family and friends of Arthur Stern, Jr., a successful scholar and businessman. The purpose of this fund is to provide educational opportunities for worthy students.

Paul L. Suhrstedt Memorial Scholarship. Established in 1988 by Mr. and Mrs. Carl Suhrstedt and Mrs. Barbara Brown, Class of 1944, the family of Paul Suhrstedt, Class of 1932. The scholarship is unrestricted.
Charles Swanson Memorial Scholarship. Established in 1991 through the estate of Charles Swanson, a friend of the College. The scholarships are designated for students with financial need who have graduated in the top 15 percent of their high school classes.

Thompson Family Scholarship. Created in 1991 by C.O. “Nick” and Marie Thompson, Classes of ’64 and ’89, to assist deserving students who have financial need.

Edward Emerson Towell Scholarship. Established in 1989 by friends of Dr. Edward Emerson Towell, Class of 1934, to recognize his many contributions to the College. The scholarship is for students who wish to major in chemistry. Selection is made by the Department of Chemistry and the Office of Admissions.

Dorothy Drake Ulmo Scholarship. Established in 1967 by Colonel H.W. Ulmo as a memorial to his wife, Dorothy Drake Ulmo. Preference is given to women students.

May A. Waring Scholarship. An unrestricted scholarship established in 1960 by Mrs. Katherine Waring Whipple as a memorial to her sister, May A. Waring.

Waites Waring Scholarship. Created by the children of Judge and Mrs. Waites Waring. Judge Waring was the first honor graduate of the Class of 1900 and his legal decisions led to the integration of the national public school system. The award is for male minority students.

James Ernest Westbury Scholarship. Established in 1975 by Colonel (Ret.) and Mrs. Lindsey Wortham Hale as a memorial to Mrs. Hale’s father, James Ernest Westbury. The purpose of this scholarship is to provide educational assistance to students with preference given to veterans.

Whaley Scholarship. Established in 1957 by bequest of the late Mrs. Grace W. Whaley for the education of worthy Protestant males.

Anne Marie Kathryn White Memorial Scholarships. A scholarship program established in 1991 by Anne Marie Kathryn “Kitty” White, Class of ’32, to assist pre-medical students at the College.

Anne Louise and George A. White Scholarship. Established by Ms. Anne Marie Kathryn White, Class of 1932, in honor of her parents. It is designated for local students from the Charleston area with financial need.

Lettie Pate Whitehead Foundation Scholarship. Annual awards made possible by the Lettie Pate Whitehead Foundation. The scholarships are open to Christian women with financial need from Virginia, North Carolina, South Carolina, Georgia, Tennessee, Florida, Alabama, Mississippi, or Louisiana.

John and Lois Fischer Wieters Memorial Scholarship. Established in 1993 by the family and friends of John and Lois Wieters, Classes of 1933 and ’34. The scholarship is for students with financial need and academic promise with preference given to students from the South Carolina Lowcountry.

Abe and Sadie Jacobs Zbar Memorial Scholarship. The scholarship was established in 1991 by Dr. Marcus Zbar, Class of ’49, in honor of his parents. The fund provides assistance to students with financial need.

Virginia Elfe Zeigler and Marguerite Zeigler Williams Scholarship. The scholarship, established in 1991 by an anonymous donor, is for outstanding students majoring in piano. It is awarded through the School of the Arts.
ACADEMIC RESOURCES

ACADEMIC ADVISING
803-953-5981

The Center for Academic Advising provides advising for students until they declare a major. Special advising programs for students with learning disorders are available through SNAP (Special Needs Advising Plan) Services in the Office of Educational Services and for international students through the Office of Student Intercultural Programs.

Lower Division Students
All students admitted to the College as freshmen, transfers, or readmitted students with fewer than 60 credit hours earned are considered lower-division students. At the time of admission they are assigned to the Center for Academic Advising and they remain as Center students until they officially declare a major. Each advisor in the Center is a faculty or administrative advisor trained in assisting students to meet general distribution requirements through appropriate foundation courses. Placement examinations in the areas of English, foreign languages, and mathematics, administered during new student orientation, are designed to assist advisors and students in making course selections during registration based upon achievement levels and/or the need for academic skills development.

A student who has indicated a desire to pursue pre-professional programs (medicine, law, engineering) or allied health fields (nursing, medical technicians, etc.) will be assigned to advisory groups advised by specially designated faculty.

Although some students may choose to delay a declaration of major until the end of the sophomore year, failure to declare a major prior to the beginning of the junior year could cause a delay in graduation due to restrictions on course enrollments in some disciplines.

If students wish to change advisors, they must submit a request for such a change to the Center for Academic Advising or to the department of the new advisor. Appropriate changes will be made to the students’ advising files.

Upper Division Students
All transfer students, readmitted students, and/or students who have earned more than 60 semester hours are considered upper-division students.

At the end of the sophomore year and before the beginning of the junior year, students are encouraged to declare an official major. This can be accomplished by completing a Declaration of Major Form at the office of the intended major department or through the initial Orientation advisement. At that time, the student will be assigned a department advisor and officially enrolled as a major in that discipline. The Declaration of Major Form must be signed by both the student and the advisor and then returned to the Center for Academic Advising. The Center for Academic Advising facilitates transfer of advising files. Once a major has been declared, a change of major can be made by declaring a new major through the departmental office of the new major.

Students who need help with a choice of major are encouraged to see an advisor in the Center, or in the academic department(s) being considered as a major, or to visit the Office of Career Services.

EDUCATIONAL SERVICES
803-953-1431

The Office of Educational Services coordinates the Freshman Seminar (FRSR 101) and Learning Strategies (EDLS 100) courses and provides services for all freshmen in the Provisional Program. Parents attending the summer Parent Orientation Program will receive information on this program from Educational Services. The Office also administers SNAP (Special Needs Advising Plan) Services for students with professionally diagnosed learning disabilities and/or Attention Deficit Disorder.

The Provisional Program
The Provisional Program is designed to assist incoming freshmen who have been admitted provisionally to reach their academic goals at the College. Some special features of this program include: an orientation session that outlines the policies and procedures of the Provisional Program; a special course called Learning Strategies, taken during the fall semester of the freshman year, designed to aid the student in acquiring and/or enhancing study skills and techniques at the college level; and academic support through a campus-wide network of resources, including the Center for Academic Advising, Career Services, the College Skills Lab, and the Undergraduate Studies Office.

As a part of the learning contract, provisional freshmen are encouraged to meet with personnel from the Provisional Program during the academic year to plan success strategies and to ensure adequate use of the College’s many support services.

NOTE: In order to yield maximum academic success, provisional freshmen generally limit work and other non-academic commitments to 10 to 15 hours per week.

Services for Students with a Learning Disorder (SNAP Services)
Those students who can provide adequate documentation of a diagnosed learning disorder, who are encountering difficulties in completing academic requirements, and who desire assistance should contact SNAP (Special Needs Advising Plan) Services. The Coordinator of SNAP Services will also accept referrals made by any faculty member or staff person.
SNAP Services provides:

• referrals to independent licensed testing and evaluating clinics;
• academic advising (including course recommendations for students with no declared major and advising for alternatives to the math/logic and/or foreign language requirements) and special registration;
• communication with instructors, upon request, in order to heighten their awareness of individual student needs; and
• assistance in petitioning the Faculty Committee on Academic Standards, Admission, and Financial Assistance for modifications in academic requirements if necessary.

• course recommendations for students with no declared major and advising for alternatives to the math/logic and/or foreign language requirements, where applicable.

HUMAN RELATIONS AND MINORITY AFFAIRS
803-953-5580

The Office of Human Relations and Minority Affairs at the College of Charleston addresses the educational and employment needs of individuals and groups who occupy minority status at the College and assures complete access to the College for women, minorities, and the physically disabled. This effort is in compliance with all federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 as amended, The Americans with Disabilities Act, and all other pertinent laws as they pertain to equal opportunity.

As a resource for the special concerns of women, minorities, and the physically disabled, the Office of Human Relations and Minority Affairs identifies problem areas, recommends remedial or supportive activities to persons in authority, and supports programs of interest to this constituency in the College community and on the local, state, and national levels.

In order to establish equal opportunity for all persons, the Office of Human Relations and Minority Affairs ensures immediate response to complaints of discrimination based on sex, race, religion, national origin, creed, disability, and age by students, employees, and/or applicants for employment and admission. The Vice President for Human Relations and Minority Affairs is responsible for coordinating the grievance procedures under the Affirmative Action Program and federal equal opportunity guidelines. The vice president also coordinates the activities sponsored under the College’s diversity efforts.

Physically Disabled Student Services

The College of Charleston provides special assistance to students with physical disabilities. Upon admission, those students whose physical disabilities would require modification of classroom instruction or access to special equipment are urged to contact the Office of Human Relations and Minority Affairs before the semester begins. The student may submit an appeal or grievance to the Vice President for Human Relations and Minority Affairs or the Dean of Undergraduate Studies if s/he finds that s/he has not been accommodated in accordance with his or her special needs.

The College of Charleston assures that:
1. No student may be excluded from any course, or course of study, due to disability;
2. Classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;
3. Academic degree or course requirements may be modified in certain instances to ensure full participation by disabled students;
4. Alternate methods of testing and evaluation are available in all courses offered by the College for students with requirements for such methods;
5. Auxiliary aids are made available by the College for students with impaired sensory, manual, or speaking skills;
6. Certain campus rules and regulations may be waived if they limit the participation of disabled students;
7. Housing opportunities, employment opportunities, and other opportunities for disabled students are equal to those of non-disabled students.

NOTE: Attendant care is not provided and is the financial responsibility of the student.

OFFICE OF STUDENT INTERCULTURAL PROGRAMS
803-953-5660

International Students

Once international students arrive on campus, the Office of Student Intercultural Programs provides the following services:

• orientation to the College of Charleston (provided in conjunction with the Office of Orientation);
• academic and personal advising (coordinated with the Center for Academic Advising and academic departments);
• visa documentation assistance;
• help with employment requests;
• advising and support for the International Club;
• promotion of social and cultural events, travel opportunities, and other programs that might be of special interest to international students.

NOTE: International students scoring below 550 on the Test of English as a Foreign Language (TOEFL) will be required to enroll in English as a Second Language (ESL) classes their first semester and continue until such time as their language skills are commensurate with the level of scholarship required in the classroom.
The College Skills Lab is an academic support program composed of accounting, foreign languages, mathematics, study skills/reading, and writing labs. In each of the labs, students receive individualized, self-paced assistance from trained and experienced staff, faculty, and peer tutors. Students may receive tutoring on a walk-in basis or by appointment. Study groups are available and seminars and workshops are offered periodically throughout the semester. All services provided by the lab are free of charge to College of Charleston students.

The Study Skills and Reading Lab offers individualized professional assistance and a variety of seminars in the areas of time organization, notetaking, textbook studying, preparing for tests and exams, vocabulary development, reading comprehension, critical thinking, memory enhancement, and preparation for the EEE and post-graduate tests. Students are trained to apply study techniques across the various disciplines.

The Writing Lab provides one-to-one assistance for every stage in the writing of essays, term papers, letters, memos, and book reviews. Writing consultants, including English faculty and carefully chosen peer writing consultants, help students with essays, paragraphs, and sentences as well as review grammatical rules and principles of punctuation.

The Accounting Tutorial Lab provides small group and individual peer tutoring.

The Foreign Language Tutoring Lab provides small group and individual peer tutoring in Ancient Greek, Arabic, French, German, Italian, Japanese, Latin, Russian, and Spanish. Extra workshops on various language related topics are offered periodically throughout the semester.

The Math Lab offers individual peer and faculty tutoring in the areas of basic math, algebra, trigonometry, geometry, statistics, and calculus. Supplemental Instruction study groups meet throughout the semester for selected math courses.

The Natural Sciences Program offers individual tutoring by appointment and various workshops in the areas of biology, chemistry, geology, and physics. Supplemental Instruction study groups meet throughout the semester for selected biology and chemistry classes.

The Philosophy Tutoring Service offers assistance to students writing papers in a philosophy or religious studies course. Tutoring is also available for students taking informal or symbolic logic courses.

The General Tutorial Program provides small group and individual peer tutoring for students in all other areas of study at the College.

The Post-Graduate Test Preparation Program provides small group and individual preparation for College of Charleston students and alumni who plan to take the GMAT, LSAT, GRE, MCAT, NTE, or MAT.

Career Services
803-953-5692
The Office of Career Services helps students gain a better understanding of themselves, provides opportunities for experience and employment in areas of interest or in areas related to their academic program, and helps students with post-graduation planning. Students are encouraged to visit the Office soon after arriving on campus to learn about the resources available.

Career Decision-Making Seminars
Seminars are conducted throughout the year on topics such as Choosing a Major, Learning from Experience, Searching for a Job, Identifying your Skills. These seminars are especially valuable for freshmen and sophomores who may use career planning in deciding their majors. Seniors who have not taken advantage of a seminar will find the groups particularly helpful as they begin looking for a job.

NOTE: Vocational interest and personality inventories are given on request and professional interpretation is provided.

Networking
Networking is an integral part of career planning. The Office of Career Services offers an alumni network which enables students to explore career interests through direct contact with practicing professionals.

Career Resource Center
The Career Resource Center contains valuable career experiential learning and employment information. A computer terminal links the office with the South Carolina Occupational Information System and with the Job Service listing of positions available throughout the state. A second computer houses SIGI PLUS, a career guidance program that allows a student to work through a complete career decision.

Career Fairs
In order to inform students about the variety of career options open to them, and to increase the number of job opportunities for graduates, several Career Fairs are held each year. Employers from a wide variety of backgrounds come to the campus to talk with students about careers and job opportunities.
Employment Assistance

Employers with jobs appropriate for college students list their openings with the Office of Career Services. Employment includes part-time (both on and off campus), summer, and full-time. Experiential learning includes volunteering, internships, and co-operative education. Information on overseas employment is also available. Students looking for work should visit the office as soon as they arrive on campus.

Special Assistance for Juniors and Seniors

Juniors and seniors are encouraged to establish a credential file in the Office of Career Services. The staff will assist them in writing resumes and with interviewing techniques. Special seminars to orient seniors to the world of work and to life after college are presented during the year. Students will have access to the many employers who come to the campus to interview graduating seniors and information about employment trends, salary levels, and employment practices of major businesses, industry, and government is available in the Resource Center.

Graduate and Professional School Information

Since graduate education is included as part of its overall career counseling program, the Career Services staff is able to advise students on the admissions process. Graduate and Professional School Day is offered each fall semester to give students the opportunity to meet directly with representatives from various graduate and professional schools. Information on graduate study abroad, international scholarships, and fellowship programs is available in the Student Intercultural Programs office.

NOTE: Students considering graduate work also should seek advice from the appropriate faculty members.

AVERY RESEARCH CENTER

803-727-2009

The Avery Research Center for African American History & Culture of the College of Charleston is an archives and small museum that has been established to document, preserve, and make public the unique historical and cultural heritage of South Carolina Low Country African Americans. Collections of personal papers, organizational records, photographs, oral histories, art objects, and other primary and secondary materials are maintained by the archives. A non-circulating research library is open to students, visiting scholars, and the general public.

Public programs that involve members of the community are regularly presented and individual and group tours of the building are conducted.

ROBERT SCOTT SMALL LIBRARY

803-953-5530

The Robert Scott Small Library is the main library on campus, housing books, periodicals, government documents, microtexts, and special collections in all subject areas which support the College's curriculum. The Library has current holdings of approximately 478,922 volumes. It receives more than 2,719 periodicals. It is a complete depository for South Carolina state publications and a selective depository for United States government publications. Its principal special collection is the South Carolina Lowcountry Collection, which includes a large number of pamphlets, manuscripts, and books. Students can locate library materials through a computerized, on-line public access catalog and an automated circulation system. The Library offers reference assistance, computer search service for key indexes and abstracts, photo-duplication machines for books and microforms, and a wide variety of comfortable study areas. Library rules are liberal, with open stack privileges.

Through a cooperative agreement with other local institutions of higher education, College of Charleston students have access to the library facilities of The Citadel, the Medical University of South Carolina, Charleston Southern University, and Trident Technical College. The libraries of these schools operate a daily courier service which delivers books, photocopies of periodical articles, and other circulating materials free of charge. The College of Charleston also maintains interlibrary loan and exchange courtesies with colleges and universities throughout the nation.

Library Courses

101 Introduction to Bibliography and Research Methods

Development of basic techniques for conducting academic research. The focus of the course will be practical library utilization and evaluation of library resources. Instruction culminates with the production of a final bibliography. Lectures, two hours per week, for seven weeks.

105 Electronic Resources for Research

This course concentrates upon theory and application of electronic information resources for research purposes. These sources will include online library systems, computerized indexes/abstracts, the Internet and CD ROM databases. Some basic knowledge and understanding of library research is assumed.

MARINE RESOURCES LIBRARY

803-762-5026

The Marine Resources Library at Fort Johnson houses the extensive marine science holdings of the College of Charleston and the South Carolina Department of Natural Resources Marine Resources Division. The collection consists of over 18,000 volumes, subscriptions to 388 current periodicals, and thousands of reprint articles dealing with
aquaculture, marine biology and ecology, oceanography, and other fields in the marine sciences.

**STUDENT COMPUTING CENTERS**  
**803-953-5569**

The Department of Academic Computing operates two Student Computing Centers staffed by student assistants and open to all College of Charleston students seven days a week. Each center houses approximately 100 personal computers with a mix of high performance Zenith PC's and Macintosches. A wide range of services including technical assistance, general Internet connectivity, electronic mail, laser printing, text and graphics scanning, and open access to a collection of current software is available.

In addition, Academic Computing maintains a small computing center with at least 4 computers and a laser printer in each residence hall.

Free seminars on various software packages and PC/Macintosh fundamentals are offered throughout the academic year.

**EARLY CHILDHOOD DEVELOPMENT CENTER**  
**803-953-5606**

The Early Childhood Development Center (ECDC) is a laboratory and training school for students in early childhood education. The center provides children from ages two to five with experiences for positive emotional, social, and intellectual development and enables individuals and groups to share learning experiences related to early childhood development and education. The center’s staff includes a director and four teachers with master’s degrees, as well as student assistants. Faculty, staff, student, and community children are eligible for enrollment at the center.

**OFFICE OF MEDIA AND TECHNOLOGY**  
**803-953-8171**

The Office of Media and Technology, the media support department of the campus, provides educational technology and creative services for students, faculty, and staff. Videotapes, interactive media, and other audio-visuals are available for class use or independent viewing in the Media Lab which is one of several media and technology satellite receiving sites on campus. Media and Technology is responsible for IVAN, the College’s instructional video access network, operates a television studio, produces instructional and informational videos, and encourages students to help with College productions.

**GEORGE D. GRICE MARINE BIOLOGICAL LABORATORY**  
**803-762-5550**

Located at Ft. Johnson on James Island, about 10 miles from the main campus, the George D. Grice Marine Biological Laboratory houses classrooms, student laboratories, research laboratories, faculty offices, an aquarium room, and a research collection of marine invertebrates and fishes.

Courses related to the marine environment are conducted at Grice Laboratory. In addition to the College of Charleston facilities, the facilities of the Charleston Laboratory of the National Marine Fisheries Service (N.O.A.A.), and the Marine Resources Division of the South Carolina Department of Natural Resources are available to graduate students, staff, and visiting scientists for research and training purposes.
SPECIAL PROGRAMS

The College's educational program offers students a wealth of opportunities beyond its degree requirements. For instance, nearly every department offers its advanced students the chance to do intensive, independent study under the supervision of a faculty member. However, some special programs do not appear in the Courses of Instruction section of this Catalog. These opportunities range from on-campus programs that expand the student's options within the regular curriculum, (such as the Departmental Honors Program) to others that place participants in learning situations in local, out-of-state, and international settings (internships, cooperative education, and study abroad, for example).

Departmental Honors

Designed for mature individuals who are capable of sustained and independent work, the program of Departmental Honors is designed to give upperclassmen of exceptional ability an opportunity to explore intensively a field of their particular interest. Students take the initiative in outlining their proposed research, experiment, or special study; in enlisting the support of a faculty advisor; and in securing the approval of the department. At the conclusion of the program, Departmental Honors can be awarded only with the approval of the department. To be eligible, students must have earned a grade point average in the major of at least 3.5 and completed a minimum of 12 semester hours of exceptionally fine work in any combination of seminar, independent study, tutorial, and bachelor's essay. Whichever format is chosen, the project should develop the student's proficiency in library research or laboratory methodology, and the finished composition should be distinguished by its organization, reasoning, and expression.

The recommended capstone for earning Departmental Honors is the bachelor's essay. Students must seek one of the professors in their major department to supervise the undertaking and must submit in writing a proposal for the project. Once the plan is accepted, the students must work closely with their advisors. Since researching and writing the essay extends over both semesters of the senior year, students should submit one or more preliminary drafts for critical examination in order to allow time for proper revision of the essay. The department may also prescribe additional requirements for ensuring the quality of the work. Satisfactory completion of the bachelor's essay entitles the candidate to six semester hours of credit. Bachelor's essays are catalogued and retained in the collection of the College library.

Independent Study Courses

An independent study course is an individually supervised, upper-level course, which offers a student the opportunity for intense study in a specific area of interest. These courses are primarily intended for juniors and seniors who have received departmental approval. Students must complete an Application for Independent Study form (available in the department office), include a description of the intended project, obtain the signatures of the project supervisor and department chair, and submit a copy of the approved form to the department secretary prior to or during registration.

Cooperative Programs

Engineering Transfer Options

The College of Charleston has recognized the value of a liberal arts background to the technically oriented engineering curricula. In order to prepare students for the engineering profession and for their responsibilities as leaders in contemporary society, the College of Charleston has established three engineering transfer options -- the Three-Two Option (degree), Two-Two Option (non-degree), and the Marine Engineering Option.

Since all three tracks are demanding and require planning, it is essential for the interested student to start on his or her choice of options as soon as possible and to work closely with the faculty engineering advisors. Beginning students should start in the highest mathematics course for which they are qualified. Required courses include: MATH 120, 220, 221, 203, and 323; PHYS 201, 202, and possibly 330; CHEM 111, 111L, 112, and 112L; and ENGR 110, 112, 205, 206, and possibly 210, as well as an appropriate selection of humanities and social sciences courses.

**NOTE:** For further information and assistance, contact the faculty engineering advisors in the Department of Physics and Astronomy.

1. Three-Two Option

Under this option, the student attends the College of Charleston for three years and the engineering school for two to two and one-half years after which s/he will earn a bachelor of science degree from the College of Charleston and from the engineering school. In some instances, summer work may be necessary. To be considered for admission to an engineering school a student must:

a. complete the general education requirements of the College of Charleston;

b. complete the prescribed pre-engineering courses; and

c. earn at the College of Charleston the GPA required for acceptance by the selected institution (generally 2.5 or better; see the engineering advisor for the specific GPA).

Cooperative arrangements have been established with Case Western Reserve University, Clemson University, and the University of South Carolina but may also be exercised with any A.B.E.T. accredited engineering school. On graduation from one of the cooperating engineering schools the student will receive a B.S. in physics from the College of Charleston.
2. Two-Two Option
Under this option a student can transfer directly into an engineering program after two years of concentrated work at the College of Charleston, but s/he will not earn a degree from the College. Students may use this option to enter engineering schools throughout the nation; however, special working arrangements have been established with Clemson University and the University of South Carolina. To be considered for admission to an engineering school a student must:

a. complete a selection of liberal arts courses;

b. complete the prescribed pre-engineering courses, and;

c. earn at the College of Charleston the GPA required for acceptance by the selected institution (generally 2.5 or better; see the engineering advisor for the specific GPA).

3. Marine Engineering Option
Under the Boykin Scholarship Program in Naval Architecture and Marine Engineering, students can complete appropriate pre-engineering and liberal arts courses at the College of Charleston under a two-two or three-two format. Completion of the undergraduate courses for naval architecture or marine engineering will be at the University of Michigan. Scholarship funding is available to support students' work at both institutions.

To participate in this option, a student must exhibit outstanding ability and complete the appropriate academic requirements of both cooperating institutions.

Pre-Allied Health Programs and Cooperative Agreements
The College of Charleston provides pre-professional program education which prepares a student to enter a wide variety of Allied Health programs.

Through a cooperative agreement with the Medical University of South Carolina College of Health Professions, a limited number of spaces are reserved for College of Charleston students in MUSC's Cytotechnology, Medical Technology, and Occupational Therapy programs. College of Charleston students who are South Carolina residents and who meet the criteria are eligible to compete for these spaces. Students who are not admitted to MUSC under this agreement are placed in their general competitive pool of applicants.

Dual Degree Program
The College of Charleston has a dual degree program in which students can earn a degree from both the College of Charleston and other designated institutions. An agreement is currently held with the MUSC College of Health Professions.

Participants in the Dual Degree Program must complete:

1. all minimum degree requirements of the College of Charleston;

2. all prerequisite requirements of the specific Allied Health program;

3. at least 90 semester hours, at least 60 of which must be earned at the College of Charleston;

4. one year of chemistry, with labs;

5. 12 to 14 semester hours of advanced biology selected from the following courses, taken at the College of Charleston: BIOL 201, Human Physiology; BIOL 201L, Human Physiology Lab; BIOL 202, Human Anatomy; BIOL 310, General Microbiology; BIOL 320, Histology; BIOL 311, Genetics; BIOL 311L, Genetics Lab; BIOL 312, Molecular Biology; BIOL 312L, Molecular Biology Lab; BIOL 313, Cell Biology; BIOL 313L, Cell Biology Lab; BIOL 321, General and Comparative Physiology; BIOL 322, Vertebrate Embryology; BIOL 323, Comparative Vertebrate Anatomy; and BIOL 336, Parasitology;

6. all courses and courses in the major area with a GPA of 2.5 at the College of Charleston (or higher if required by a specific program); and

7. one of the cooperating allied health programs.

NOTE: Students interested in the Allied Health programs should contact a pre-Allied Health advisor in the Department of Biology.

Pre-Professional Nursing Program
The College of Charleston offers a program of studies that prepares students for entry into colleges of nursing. Students seeking admission to the Medical University of South Carolina (MUSC) College of Nursing should complete the following requirements, which include College of Charleston prerequisites:

1. Course requirements
   - English (ENGL 101 and 102) 6 hours
   - Chemistry (with labs — CHEM 101 and 102, or 111 and 112) 8 hours
   - Biology (with labs — BIOL 111 and 112) 8 hours
   - Psychology (PSYC 103) 3 hours
   - Life Span-Human Development (PSYC 324) 3 hours
   - Human Anatomy (with lab — BIOL 202) 4 hours
     (Comparative Anatomy, BIOL 323, may be substituted)
   - Human Physiology (with lab — BIOL 201) 4 hours
     (Comparative Physiology, BIOL 321, may be substituted)
   - Microbiology (with lab — BIOL 310) 4 hours
   - Sociology (SOCY 101) 3 hours
   - Statistics 3 hours
     (MATH 216, or PSYC 211, or BIOL 360, or MATH/BADM 231, or MATH 104)
   - Humanities 9 hours
     (Fine Arts, Literature, History, Philosophy, Religious Studies, Foreign Languages)
   - Electives 5-6 hours
   - Total 60-61 hours

2. Earn a C or better in each of the above listed courses.

3. Earn a minimum cumulative GPA of 2.5 or better in those courses.

4. Minimum Scholastic Aptitude Test (SAT) score of 900, with no less
than a verbal score of 450 and a quantitative score of 450 in one test sitting.

Applicants from the College of Charleston compete with all other applicants for admission to the MUSC School of Nursing.  

NOTE: For entry into other colleges of nursing, consult the admissions office at the particular school to determine their requirements for admission. Then, with requirements in hand, see a nursing advisor in the Center for Academic Advising to prepare a plan of study.

Air Force ROTC

AFROTC is a two-year program offered to College of Charleston students through a consortium agreement with Charleston Southern University. Though normally designed for the junior and senior years, it can include graduate studies. After successfully completing the program, cadets receive commissions as second lieutenants in the USAF and will serve four years on active duty.

Various Air Force scholarships that pay up to full tuition, textbooks, and associated fees are available to qualified students. Both scholarship and non-scholarship cadets receive a $150 monthly stipend. Students should normally start the application process during their sophomore year.

NOTE: For more information, contact the Professor of Aerospace Studies at 803-863-7149.

Charleston Higher Education Institutions

The College of Charleston, The Citadel, Medical University of South Carolina, Trident Technical College, and Charleston Southern University have an agreement whereby any student enrolled as a full-time student and paying full-time tuition at any of these institutions may take courses at other participating institutions at no additional cost (with some restrictions).

Information and cross registration forms can be obtained from the Office of Undergraduate Studies. Each request for cross registration must be approved by a dean in Undergraduate Studies and the chair of the appropriate department before the beginning of the term in which the student wishes to participate.

NOTE: This arrangement does not include summer session classes.

Office of Student Intercultural Programs

803-953-5660

As part of the College's efforts to diversify the student body, the Office of Student Intercultural Programs coordinates recruitment and retention efforts of minority and international students. The Office coordinates the College Experience Program (a pre-college residential program) and SPECTRA (a transition program), provides social and cultural programming, and is also responsible for Study Away Programs.

Study Away/Overseas Travel and Employment

The College of Charleston encourages students to prepare themselves for a role in an increasingly interdependent world through exposure to formal study with an international/intercultural content and, where possible, to an extended overseas learning experience.

In addition to developing language skills and acquiring first-hand knowledge of the customs and cultural heritage of other peoples, students frequently gain new perspectives on their own lives when studying and living abroad.

The programs for study, travel, and work are available through a variety of educational institutions, international organizations, and special agencies. Students who choose a Study Away experience must complete the “Request to Study Away” form and return it to the Office of Student Intercultural Programs. (Also see “Credit for Work at Another Institution”)

Each year during Maymester and Summer School sessions the College of Charleston offers several study abroad programs designed and conducted by members of the College faculty to provide unique learning opportunities for students and members of the community. The Maymester/Summer School Office should be contacted for details of upcoming programs.

In addition to the Maymester and Summer School programs, the College of Charleston offers its students three exchange programs: The National Student Exchange, the International Student Exchange, and Bilateral Exchanges.

The College of Charleston has several direct bilateral exchanges with institutions overseas.

- NENE College, England  
  (Beginning Fall 1996)
- Groningen, Netherlands
- Soka University, Japan
- The University of Versailles, France
- Kansai-Gaidai, Osaka, Japan
- University of the Virgin Islands, St. Thomas, Virgin Islands

In general, these exchanges all operate under similar criteria. They are as follows:

- the College of Charleston’s bilateral exchanges are based on a balanced one-to-one exchange of students.
- only full-time students who have completed at least one academic year at the College, maintained a GPA of at least 2.75 - 3.0 (depending on program). In some cases, prior study of the country’s language is required.
- costs are set by the College of Charleston based on the usual tuition, fees, room, and board here. Transportation, books, travel, insurance, and incidental expenses are not included.
- exchange students enroll directly in the host institution and apply pre-approved credit to their degree at the College.
- students may exchange for a semester or a year.
• students are nominated by the College of Charleston to take part in the exchange.

• most forms of financial aid can be applied toward a bilateral exchange.

The College is affiliated with the Council on International Educational Exchange (CIEE), the American Institute of Foreign Study (AIFS), and the National Association for Foreign Student Affairs (NAFSA), through which it offers a variety of study abroad programs.

Students contemplating study abroad are urged to consult the Office of Student Intercultural Programs soon after enrolling at the College. The importance of developing strong language skills cannot be over-stressed. Study abroad opportunities are available to students of all majors.

Among its additional services, the Office of Student Intercultural Programs is an authorized issuing office for the International Student Identity Card (ISIC), which maintains information on low-cost international travel and provides discounts on admissions to various attractions all over the world. The office also advises students of opportunities for graduate scholarships and fellowships abroad.

National Student Exchange Program

Through the National Student Exchange Program (NSE), College of Charleston students can attend participating colleges within the United States up to one academic year at approximately the same cost they pay the College. There are, at present, more than 100 colleges and universities within the United States which participate in this program. Some of these schools are Rutgers in New Jersey, University of Hawaii at Hilo and Manoa, University of Massachusetts at Amherst and Boston, University of New Mexico, Colorado State, and Florida International. Approved courses will be transferred back to the College of Charleston upon successful completion.

International Student Exchange Program

The International Student Exchange Program (ISEP) makes it possible for qualified students to spend a semester or year abroad at a reasonable cost during their sophomore or junior year. Through this program, College of Charleston students can attend participating universities in the ISEP program in Europe, Africa, Asia, Latin America, Canada, and Australia with placements at some of the leading institutions in Austria, Belgium, France, and Germany. Participating students pay the tuition, room, and board they would normally pay at their home institutions plus tuition and room and board they would normally pay at the College of Charleston. They are then responsible for their own transportation to Japan.

University of the Virgin Islands

The University of the Virgin Islands, located on the island of St. Thomas in the U.S. Virgin Islands, and the College of Charleston have entered into a long-term cooperative relationship. An agreement between the two institutions provides for student exchanges, faculty exchanges, exchange of educational and research materials, collaborative educational and research endeavors, and shared-facilities usage. Though the focus of the initial agreement was in the sciences, collaborations are expanding into other disciplines. For more information, contact the Chairman of the College of Charleston/University of the Virgin Islands Steering Committee in the Department of Physics and Astronomy.

Academic Common Market

The College of Charleston is a member of the 14-state Academic Common Market which allows participating South Carolina students to pay in-state tuition while studying outside South Carolina. There are two requirements for eligibility: acceptance in a program to which South Carolina has agreements to send its students; and proof of legal residency in South Carolina. Other participating states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, Tennessee, Texas, Virginia, and West Virginia. Additional information is available from The Office of Undergraduate Studies at the College of Charleston or from the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790.

EXPERIENTIAL LEARNING OPPORTUNITIES

OFFICE OF CAREER SERVICES

803-953-5692

Experiential Learning programs offer students the opportunity to apply theory learned in the classroom to a work situation while exploring possible careers.

Volunteer Service opportunities enable a student to explore a career and/or provide a needed community service. Volunteering is frequently the best way for freshmen and sophomores to obtain experience related to career interests, particularly in human service and communications fields. A special program with the Medical University Hospital provides volunteer opportunities in a wide variety of health services.
services and administrative tasks. Learning objectives and task responsibilities are spelled out in writing to ensure that both volunteer and supervisor take the relationship seriously.

**Internships** are available in all types of organizations. They are part-time (normally 10-15 hours per week) paid or non-paid positions in work related to studies and career plans. Some have academic components and include earning academic credit. Applicants should be juniors or seniors in good academic standing who have an understanding of their own skills.

**Cooperative Education** (CO-OP) is a program in which a student is selected by an employer to work full-time or part-time in a field related to either the student's major or area of interest. It can be done on an alternating basis (a period of study followed by a period of work) or a parallel basis (work and classes at the same time). During the employment period, the student may do an independent study project related to the work. The program covers all of the disciplines in the curriculum and is open to all students who have completed at least one semester at the College. No academic credit is awarded to participants.

The **Washington Center** arranges for students to undertake semester-long internships in Washington, D.C. Internships are available in offices of the federal government, congress members' offices, and public interest organizations. The Washington Center program is open to any upperclassman at the College. January seminars and a variety of summer programs also are available through the Washington Center.

**Experiential Learning Courses**

Experiential Learning Courses are integral parts of the curriculum for majors in applied mathematics, education, honors, and urban studies. Some courses in political science and business administration have experiential components, and students are able to arrange an experience learning independent study in most departments. Special research projects frequently include student interns. For example, art and architecture history students have contributed to the Lowcountry Studies Project, and biology students have done research for the Center for Lowcountry Environments. For more information, contact the appropriate department.

**Department of Physics and Astronomy**

**803-953-5593**

SEA Semester is a program sponsored by the Sea Education Association (SEA), a non-profit organization located in the oceanographic research community of Woods Hole, Massachusetts. Affiliated with the College of Charleston, Cornell University, Boston University, and others, SEA Semester is a 12-week, full-credit undergraduate program focusing on deep-water oceanographic studies. At SEA's Woods Hole campus, students undertake coursework in oceanography, nautical science, and maritime literature and history, followed by a practical component of marine science and blue-water sailing aboard one of SEA's sailing oceanographic research vessels (either the 125 foot staysail schooner Westward or the 134 foot brigantine Corwith Cramer).

**NOTE**: Any student at the College of Charleston is eligible to apply for participation in SEA Semester.
RESIDENCE LIFE

RESIDENCE LIFE AND HOUSING
803-953-5523

The Resident Student's Life
Residence Halls
Long a tradition at liberal arts colleges, residence hall living offers students a unique opportunity to live with people of different backgrounds and interests. Resident students also have easy access to on-campus social, cultural, and intellectual activities. Although the majority of College of Charleston students live off-campus, the College has rapidly expanded and improved its campus facilities for students and now has residence hall space for approximately 2,100 men and women. On-campus facilities include residence halls for women, an apartment-style hall for women, historic houses, a residence hall for men, and a co-ed residence hall.

The residence halls are divided into two areas, each of which is supervised by an Area Coordinator and a residence hall director, aided by student resident assistants. Rooms are normally occupied by two or three students. Some rooms are carpeted, and all are air-conditioned. Room furnishings typically include a single bed for each resident and a chest or drawers, desk, and chair to be shared among residents of the room.

Residence hall living is a new experience for many; the close proximity of people can be challenging and usually requires some personal adjustment. Educational and social programs are offered in all residence halls to help residents adjust to campus living.

The College encourages resident students to work with the residence hall directors to create programs of special interest, as well as to improve existing programs within the residence halls.

Residence Hall Management
Area Coordinators, who have a masters degree in student personnel services or a related area, and residence hall directors (graduate students) are responsible for the overall operation of the halls and well-being of the residents. Students are encouraged to seek them out concerning either residence-related or personal matters. Student resident assistants help plan residence hall programs, assist with hall management, and work closely with the administration to improve residence hall living.

For the smooth operation of the residence halls and the comfort of its occupants, regulations are printed in the "Guide to Residence Living" which is distributed to every resident upon check-in.

Off-Campus Housing
Married students and others who want to live off campus can obtain information on available apartments, rooms, and houses from the

Director of Housing Assignments and Off-Campus Housing for Residence Life. There are, at present, no campus facilities for graduate and married students.

The Commuter's Life
Commuter students comprise 70 percent of the student body at the College. Involvement in campus life helps students form new friendships and make the College a major part of their lives. To make it easier for commuter, non-traditional, and resident students to share campus-wide experiences, activities open to all students (including honor societies, service and social fraternities, clubs, academic organizations, intramural athletics, and the Thursday Special) are scheduled at 3 P.M. on Tuesdays and Thursdays when no classes meet.

AUXILIARY SERVICES
803-953-7834

Parking
The College of Charleston has a limited amount of parking available around the campus. The current fee for surface parking ranges from $70-$100 and garage spaces cost $170 plus a $10 refundable magnetic card deposit.

Auxiliary Services Annex in the St. Philip Street Residence Hall, Calhoun Street storefront, assigns parking. Students generally apply during one semester and are assigned a space immediately before the beginning of the next semester. A student's priority for parking, including selection, is based on his/her cumulative hours earned.

NOTE: Students who are assigned to campus housing and have fewer than 30 cumulative hours earned and on file in the College of Charleston Office of the Registrar may not purchase a permit to park from the College.
The mission of Student Health Services is to support wellness and to provide early diagnosis and treatment of the conditions that affect students. The staff of registered nurses and physicians provide quality primary health care in an ambulatory setting with a special emphasis on health education and prevention. A comprehensive and holistic approach is taken using resources from sub-specialties in medical and ancillary fields.

The facility houses five well-equipped exam rooms, an observation room, and a treatment room. The interests of our staff are varied. They include: dermatology, emergency medicine, reproductive health, patient teaching, sports medicine, genetics, learning disabilities, psychiatry, and pediatrics. Services include: treatment of minor and chronic illnesses, care of minor injuries and first aid, reproductive health consultation, some immunizations, TB, anemia, and diabetes screening, allergy injections, reference lab work, referrals to area hospitals and specialists as needed.

NOTE: Student Health Services is open Monday-Friday, 8:30 A.M. - 5:00 P.M. In the event of an emergency after hours or on the weekend, students should call Public Safety.

Counseling & Psychological Services
803-953-5640

Counseling and Psychological Services provides the opportunity for students with personal concerns to seek psychological counseling in a professional and confidential atmosphere. A variety of programs and services designed to enhance personal growth and understanding are available to students who are enrolled in at least four (4) credit hours and attending classes in a given semester.

Staff members of Counseling and Psychological Services are trained professional counselors and/or psychologists experienced in helping college students with a wide variety of concerns. Staff members are licensed by their state professional boards, are active in professional organizations, and are committed to continuing professional development. In addition, Counseling and Psychological Services is accredited by the International Association of Counseling Services.

Psychological counseling services are offered through sessions for individuals, groups, and couples. In these settings, students are assisted in exploring the nature and scope of their concerns, with an emphasis on personal responsibility and effective problem-solving. The concerns of our students have been found to be consistent with those reported by other college and university counseling centers. Some examples of these are dealing with stress and anxiety, depression, loss or grief, adjustment to college life, separation, emotional and physical abuse, sexual concerns, eating disorders, and relationship difficulties. As part of our continuum of care, we maintain a relationship with Wellness Center physicians, other Wellness Center staff, consulting psychiatrists, and local community resources where students may be referred for evaluation and follow-up when appropriate.

Personal development groups bring together students who have a common concern and wish to receive specific training and/or support in that area. Groups are offered regularly on such topics as assertiveness training, adjustment to college life, eating disorders, stress management, grief/loss, eliminating self-defeating behaviors, and adult children of dysfunctional families.

Consultation and outreach services include making recommendations to faculty, staff, parents, and students who seek advice on how to handle particular situations, and giving presentations or workshops to campus groups, classes, and community organizations.

Office of Substance Abuse Prevention
803-953-5744

The Office of Substance Abuse Prevention seeks to ensure that alcohol and drugs do not interfere with the goals of the College of Charleston. The trained staff works to educate members of the campus community about the risks associated with illegal drugs and the abuse of alcohol, and to enforce the College's policies. Counseling, intervention, referral, and alcohol and drug education programs are available.
The College and the City

While steeped in the history and traditions of the Lowcountry, the Charleston tri-county area is a major urban center of South Carolina. The cultural life of the city includes symphony, dance, and museums. Major events and happenings abound. Charleston hosts Spoleto Festival, U.S.A., the MOJA Arts Festival, Southeastern Wildlife Exposition, and WorldFest Film Festival. Popular entertainers perform regularly at the Gaillard Auditorium, Music Farm, and North Charleston Coliseum. Residents also find time to indulge themselves in a day of good shopping, followed by dinner at one of Charleston’s excellent restaurants.

The region’s sub-tropical climate makes outdoor activities enjoyable throughout the year. Bicycles and rollerblades are often the transportation of choice among the students at the College. There are beaches, resorts, wild-life refuges within easy driving distance of the College, and South Carolina is known for its golf courses, hiking trails, white water kayaking, sailing, and canoeing on its majestic rivers. For a change of pace, one can wander through beautiful parks and gardens, and grand plantations which recreate the lifestyles of the 18th and 19th centuries.

Because there is so much to do, most students remain on campus over weekends. The College offers a first-rate intercollegiate sports program with seventeen men’s, women’s, and co-ed teams, and a vigorous campus recreation sports program which fosters an interest in recreational pursuits that will last a lifetime. There are 115 special interest clubs on campus. Through these organizations, students have the opportunity to pursue leisure-time and recreational activities, share ideas with other students, explore career opportunities, and interact with others who have similar beliefs or interests. The School of the Arts schedules 150 performances, lectures, and exhibits throughout the year, and the College Activities Board plans events ranging from band parties to lectures to movies and comedy shows.

Involvement in extracurricular activities is important in the college experience, since it serves as a bridge between the classroom and the “real world” that awaits all graduates. Students who become involved with one or more of the many clubs and activities on campus acquire valuable leadership skills such as organization, time management, and critical thinking. They are also the graduates of the College who are most likely to become involved in the civic, social, and cultural lives of their home communities.

Student Activities and Organizations

The Department of Student Life helps students push their learning beyond the classroom walls through their involvement with student activities and campus out-of-classroom experiences. Students learn to form organizations, plan programs, develop leadership skills, conduct meetings, and generally function at peak performance. The Department of Student Life also provides the facilities and resources necessary for students and student organizations to carry on their daily business.

Theodore S. Stern Student Center

The Stern Student Center is the heartbeat of student life. Here students, faculty, staff, alumni, and guests of all ages, color, nationality and backgrounds come to satisfy needs that a classroom alone cannot meet. They come to the Stern Center to visit with friends over a cup of coffee, relax with a game of table tennis or pool in the gameroom, and join faculty for lunch in the gardens.

Facilities of the Stern Student Center include the Department of Student Life offices, information center, student organization offices, student organization mailboxes, gameroom, collegiate-size swimming pool, food court, Automated Teller Machine, Mail Services Center, Campus Shop, lockers for commuter students, lounge, meeting rooms, ballroom, video theater, and the Stern Student Center gardens.

Student Government Association (SGA)

Student Government Association is the governing force for the student body, and every student who enrolls at the College of Charleston automatically becomes a member. Elected by the student body semiannually, officers of this organization have traditionally provided a strong voice in articulating student concerns, and SGA has taken an active role in improving student life at the College.

SGA is governed by a senate composed of elected class representatives, a president, vice president, secretary, and treasurer. SGA representatives sit on many of the major faculty committees of the College, and SGA committees are designed to deal with specific student concerns.

All students are encouraged to join a committee and/or run for elected office.

College Activities Board (CAB)

The College Activities Board is an organization run by students for students. Members of CAB book live bands, plan theater performances, select films for public viewing, schedule world-famous speakers, and host multicultural events. There are six committees in which all students are encouraged to participate:

- Comedy, Novelty, and Variety
- Community Issues
- Concerts
- Diversity
- Films
- Marketing and Membership
Student Union for Multicultural Affairs

The Student Union for Multicultural Affairs (S.U.M.A.) has four primary organizational objectives:

1. to encourage academic excellence among students;
2. to enhance the social environment on the campus and in the community;
3. to inspire service in the public interest; and,
4. to promote moral, spiritual, and cultural growth among members.

Although S.U.M.A.'s focus is on the specific experiences of minority students on campus, membership is open and all students at the College of Charleston are invited to join.

Alpha Phi Omega Service Fraternity

Alpha Phi Omega is a national coeducational service fraternity designed to develop leadership, promote friendship, and provide service to humanity. Service projects include working with the elderly, assisting kidney patients, city clean-ups, and athletic events. “The Roach-a-Thon” is a major fund-raising event sponsored by Alpha Phi Omega in the fall of each year.

Membership is open to all College of Charleston students during fall and spring rush.

Honor Societies

Alpha Kappa Delta, the national honor society in sociology, is open to students majoring in sociology. To be eligible for selection, students must have a minimum 3.4 GPA in sociology courses, a minimum 3.0 GPA overall, and at least junior standing.

Chi Beta Pi is the College's engineering honor society.

Membership is open to engineering majors and minors who have an overall grade point average of 3.0.

Eta Sigma honors those who are majors in or simply interested in the rich history of the classics.

Lambda Alpha, the national honor society in anthropology, is open to students who are currently enrolled and have completed at least 12 hours of anthropology courses. To be eligible for selection, students must have a minimum overall GPA of 3.0 and also a minimum of 3.0 in anthropology.

Omicron Delta Epsilon is the national economics honor society, open to those students who are economics majors or interested in the study of economics, and who have a 3.0 GPA or above.

Phi Kappa Phi is a national honor society with membership limited to juniors and seniors of superior academic ability and outstanding character. To be eligible for election, students must complete at least 60 hours at the College of Charleston. A GPA of 3.7 is required for seniors and 3.8 for juniors.

Pi Mu Epsilon National Honor Mathematics Fraternity is a national honor society devoted to promoting the mathematical and scholarly development of its members. The campus chapter was the College's first honorary society in a specific academic discipline.

Pi Sigma Alpha is the National Political Science Honor Society.

Membership is open to students who have completed 18 hours of political science course work and have attained an overall GPA of 3.0 and a GPA of 3.25 in their political science courses.

 Psi Chi is the national honor society in psychology. To be eligible for selection students must be in the upper third of their class and have an average of 3.0 in nine or more hours of psychology study.

Sigma Alpha Phi is the College's scholastic honor society. Juniors and seniors leading their classes in scholarship are eligible for membership.

Sigma Delta Pi, the National Spanish Honor Society, honors those who seek and attain excellence in the study of the literature and the culture of the Spanish-speaking peoples.

General Organizations

Ad Club
Aerospace Club
Alliance for Planet Earth
Alpha Chi Sigma
Alpha Epsilon Delta
Alpha Phi Omega
American Association on Menial Retardation (student chapter)
Animal Awareness Club
Association of College Entrepreneurs (ACE)
Biology Club
Black Student Union
Center Stage
Charleston 40
Chi Beta Pi
Classics Club
College Activities Board
College Republicans
Education Club
Emergency First Response Unit
English Club
Film Club
French Club
Gaming Guild
Gay & Lesbian Alliance
Geology Club
The College of Charleston recognizes the significance of the development of spiritual values among its students as a part of their educational experiences. The Religious Council promotes cooperation between religious bodies at the College and provides a unified presence for the campus community.

There are a variety of religious organizations on campus, each offering a vast array of activities and spiritual development opportunities. They include:

- Ambassadors for Christ
- Baptist Student Union
- Campus Crusade for Christ
- Catholic Campus Club
- Church of Christ Ministry
- Fellowship of Christian Athletes
- Islamic Student Council
- Jewish Student Union
- Lutheran Campus Ministry
- Presbyterian Student Association
- Salt 'n Light (Episcopal)
- Unitarian Student Group
- Wesley Foundation (Methodist)

Fraternities and Sororities

The Interfraternity Council (IFC)

The IFC is made up of the presidents and two representatives from each of the nationally recognized Interfraternity Council chapters represented on campus. The council coordinates and supervises activities of the member fraternities. During the rush season, it schedules parties, sets up rush rules, and arbitrates disputes in accordance with these regulations.

- Alpha Tau Omega
- Sigma Alpha Epsilon
- Kappa Alpha
- Sigma Chi
- Kappa Sigma
- Sigma Phi Epsilon
- Pi Kappa Phi

Pan-Greek Council

The Pan-Greek Council is made up of two representatives from each of the nationally recognized Pan Hellenic Council chapters represented
on campus. The council coordinates and supervises activities of the member fraternities and sororities and works to promote mutual respect, harmony, and cooperation among chapter members.

**The Panhellenic Council**

The Panhellenic Council is composed of one elected representative and the president of each of the National Panhellenic Council (NPC) chapters represented on campus. The council coordinates and supervises activities of the member chapters, organizes formal rush standards and programming, and works to promote better understanding and information/resource exchange among members.

**Student Media Organizations**

*The Cougar Pause* - the College's student biweekly newspaper

*The Comet* - yearbook

*The Miscellany* - literary magazine

*CofC Vision* - the College's student video production.

These publications and productions are managed and staffed by students. They are given direction by the Student Media Board, which is made up of faculty, staff, and student representatives.

**Athletics**

**Intercollegiate Sports**

The College of Charleston is an NCAA Division I and a Trans America Athletic Conference member. The Athletics Department offers 17 intercollegiate sports:

**Men's Teams**
- men's baseball
- men's basketball
- men's cross-country
- men's golf
- men's soccer
- men's swimming
- and diving
- men's tennis

**Women's Teams**
- women's basketball
- women's cross-country
- women's golf
- women's soccer
- women's softball
- women's swimming and diving
- women's tennis
- women's volleyball

**Co-Ed Teams**
- equestrian
- sailing

**Campus Recreation Services**

Intramural activities at the College offer a broad program of organized sports competition and recreational activities for everyone desiring to participate. The program includes team, dual, and individual sports for both men and women. There are many opportunities for unstructured "free play" and equipment is available on a check-out basis. The activities normally offered are:

- aerobics
- badminton
- basketball
- Century Club
- flag football
- floor hockey
- free throw
- fun run
- home run derby
- indoor soccer
- mid-nite basketball
- 1-on-1 basketball
- powerlifting
- racquetball
- rowing contest
- 60 minute triathlon
- soccer
- softball
- tennis
- 3-on-3 basketball
- 3-on-3 volleyball
- 3 point shooting
- volleyball
- wallyball

**Facilities for Sport and Recreation**

The F. Mitchell Johnson Physical Education Center and the recently renovated Center for Physical Education and Health are the primary sites for physical education classes, campus recreation activities, and Athletics Department events. The John Kresse Arena offers seating for 3,052 spectators at intercollegiate contests and other college functions.

The facilities house various areas for basketball, volleyball, tennis, badminton, racquetball, gymnastics, dance, indoor running track, weight rooms, and locker/shower areas, in addition to numerous classrooms and performance laboratories.

A collegiate-size swimming pool at the Theodore S. Stern Student Center is available for recreational and lap swimming during designated hours.

Soccer, softball, and baseball teams practice and compete at the College's 20-acre outdoor site located on the Wando River in Mount Pleasant.

**Performance Organizations**

**Center Stage**

Membership in Center Stage is open to all students interested in any phase of theatrical production. Production casts and crews are chosen at open try-outs and all interested students are invited to participate.

**Chamber Music Ensemble**

Different instrument combinations explore all styles of music.

Students register for MUSC 363-C.

**Early Music Ensemble**

Specializing in music of the Medieval, Renaissance, and Baroque
emas, the group performs on a variety of early instruments including recorders, krumhorns, rauschpfifes, lute, etc. Students register for MUSC 363-L.

Classical Guitar Ensemble
A small performing ensemble which explores the chamber music for guitar. Students register for MUSC 363G.

Orchestra
Music for orchestra by the masters of Baroque, Classic, Romantic, and 20th century. The group performs at least twice annually. The orchestra is open to the student body, faculty, staff, and community by audition. For credit, register for MUSC 363-O.

Music Society
A student organization devoted to promoting the music programs at the School of the Arts. The Society coordinates the Thursday Night Student Recital Series.

Concert Choir
A mixed choir of approximately 65 singers which performs both sacred and secular music from the time of the Renaissance to the 20th century. Membership is open to all students by audition. Students register for MUSC 161.

Gospel Choir
A mixed choir which performs sacred music from the African American tradition. Membership is by audition. Students register for MUSC 363V.

Jazz Ensemble
An ensemble open to students who have had experience in their high schools with stage band or jazz band. Performances are given for civic and College functions. Students register for MUSC 363J.

Madrigal Singers
A small vocal ensemble devoted to the performance of Renaissance madrigals and other types of vocal chamber music. Membership is by audition and is limited to those who are skilled at sight-singing. Students register for MUSC 363M.

Band
A first-rate ensemble that provides support and spirit to our highly successful basketball team, the Cougars. Students register for MUSC 363B.

Visual Arts Club
The Visual Arts Club exposes interested students to experiences in the visual arts. The club sponsors workshops with artists, travels to regional galleries, provides a source of information on competitions, exhibitions, speakers, campus exhibitions, and coordinates activities with other campus groups supportive of the arts.
The Honor System

The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness both in the classroom and in the conduct of daily life. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the code and to report violations of it. Alleged violations of the Honor Code which are not admitted by students will be heard by the Honor Board, a body composed of students, faculty, and staff members. Faculty members also are required to report violations of the Honor Code. If guilt is established, by admission during the judicial process or by hearing, the faculty member determines in what manner a student's grade will be affected by the violation. Additional penalties, which range up to and include expulsion from the College, may be assessed by the Honor Board.

The Honor Code, with procedures to be followed, may be found in the Student Handbook.

Student Code of Conduct

As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws.

The Code of Conduct prohibits such activity as the possession of drugs, destruction of property, and the making of a false threat of any emergency. It further prohibits physical or verbal abuse or harassment of any sort. Violations are heard by the Honor Board. The full Code of Conduct may be found in the Student Handbook.

Classroom Code of Conduct

While there are many informal situations in which people have neither the desire nor the right to prescribe how others ought to behave, a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Specific principles of civil conduct in a college classroom may be found in the Student Handbook.

College of Charleston English Fluency Policy

Under the provisions of the 1991 English Fluency in Higher Education Act, the South Carolina Legislature has mandated that each public institution of higher learning establish a mechanism to "ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language." Additionally, the act requires that the institutions "provide students with a grievance procedure regarding an instructor who is not able to write or speak the English language." A student/faculty ad hoc committee was formed. The policy which was adopted based upon its recommendation is available in the Student Handbook.

Alcohol Policy

The 1984 changes in the alcoholic beverage laws of the state of South Carolina have led to revised policies on the sale, service, and consumption of alcoholic beverages. The College's policy allows reasonable and prudent consumption by students of legal age in restricted areas. The full policy may be found in the Student Handbook.

Student Grievance Procedure

Disputes occasionally may arise between members of the College of Charleston community over both academic and non-academic matters. While many issues can be resolved at the personal level between the two parties, a formal procedure is available for the resolution of disputes that cannot. The procedure that has been established presents a framework within which disputes may be settled. The formal procedure is not meant to change the character of a dispute but to ensure that all parties are treated fairly and that every attempt is made to arrive at a just resolution of the dispute.

The full Student Grievance Procedure may be found in the Student Handbook.

Sexual Harassment Policy

Respect for the dignity and worth of all individuals is essential to an appropriate college environment. The College's Sexual Harassment Policy is a result of discussions with faculty, staff, and students regarding sexual harassment issues and the desire to provide a campus environment that is positive and encourages communication and personal growth for all members of the campus community.

The policy in its entirety is available in the Student Handbook.
Campus Security Act

In complying with the Student Right to Know Act, the Department of Public Safety, in conjunction with the office of Student Affairs, publishes an annual security report containing campus security policies and procedures as well as campus crime statistics. Outlined within the same report are tips to improve campus safety and available educational programming to serve the campus community. Copies of the annual report are available at both Student Affairs and Public Safety. For summaries of the most recent statistics one may call Crime Net at 803-953-1600.
UNDERGRADUATE STUDIES  
803-953-5674

Degree Requirements 
Bachelor of Arts and Bachelor of Science Degrees 

The trustees and faculty of the College of Charleston are authorized by the charter of the College to confer the bachelor of arts and the bachelor of science degrees. Major programs in art, art history, classical studies, communications, English, history, languages (French, German, and Spanish), music, philosophy, political science, theatre, and urban studies lead to the bachelor of arts degree. Major programs in accounting, anthropology, biochemistry, biology, business administration, chemistry, computer science, economics, education (elementary and special education), geology, marine biology, mathematics, physical education, physics, psychology, religious studies, and sociology lead to the bachelor of science degree. The biology, chemistry, geology, and physics departments offer additional major programs leading to the bachelor of arts degree. In order to graduate with either a bachelor of arts or bachelor of science degree, the student must meet three types of degree requirements: 

- Liberal Arts and Sciences General Education Degree 
  Requirements: a core curriculum of 14 to 18 courses designed to introduce the student to the principal areas of intellectual inquiry, and to teach the student basic intellectual skills. 
- Major Requirements: the courses specified for the student's major program, which are designed to provide concentrated study in a specialized field. 
- Electives: courses chosen by the student as a means of studying subjects of particular interest.

To be eligible for graduation, the student must have: 

1. satisfied the general education degree requirements by earning credit in the courses specified and/or successfully passing approved placement exams offered in their stead; 
2. earned credit in courses required for the major, with a minimum grade point average (GPA) of 2.0 in the department of the major (or for interdepartmental majors such as urban studies, all courses in the area of concentration); 
3. earned a total of 122 semester hours of credit, with a minimum grade point average of 2.0 in all courses taken at the College (i.e., at least twice as many quality points as semester hours attempted). 

It is ultimately the responsibility of the student to meet the requirements for graduation as listed above. Courses numbered below the 100 level carry credit, but are not counted as part of the 122-hour minimum needed for the degree nor do they count toward the GPA. No more than eight hours of physical education and health (PEHD) 100-level courses may be counted as part of this minimum. 

The senior year of work for the degree must be completed in residence at the College of Charleston. However, candidates who have taken more than 60 credit hours at the College of Charleston may complete up to seven, but not more than seven, of their final 37 hours at another institution, with prior permission of a dean in the Office of Undergraduate Studies and the chair of the department of their major.

Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Catalog under which they entered the College or all the requirements from any subsequent catalog. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Catalog under which they are re-admitted or any subsequent catalog, provided the student maintains continuous enrollment.

Artium Baccalaureatus (A.B.) Degree 

For the requirements for the A.B. degree, refer to page 125.

The Major Requirements 

By the second semester of the sophomore year each student must declare a major through the office of the department of that major. Since the major department must advise the student concerning post-sophomore courses, declaration of major is necessary before the student can be enrolled as a junior. Failure to do so may result in a delay of graduation.

A major program requires at least 24 semester hours in one department. No major program, including interdepartmental programs but excluding business administration and accounting due to accreditation requirements, requires more than 43 semester hours in the major area. Every department, except those within the School of Business and Economics, that offers a major requiring more than 36 hours also offers a major of not more than 36 hours for the student's choice. Within these minimum and maximum limitations each department specifies the number of hours in its major program or programs, and in some instances specifies the actual courses required. At least 12 hours in the major at the 200 level or above must be earned at the College of Charleston.

Students may complete a double major by fulfilling the requirements of two major programs. The double major will be listed on the student's transcript, but only one diploma will be awarded. If the two majors are in different degree categories, the student must choose to have printed on the diploma either the bachelor of arts or the bachelor of science degree.
Concentrations and Minors

A student may elect to pursue a program of study organized around a particular theme within the major discipline (a concentration) or outside the major discipline (a minor). Either program must include a minimum of six three-hour or four-hour courses selected from a formally designated group. Successful completion of such a program requires a grade point average of at least 2.0 in the courses which comprise it. Credit may be received for up to two concentrations or minors, and courses used to satisfy the requirements of one may not be applied toward a second. These courses may be selected from a single department or from several, and interdisciplinary courses may be included. Students must enroll formally with the specific coordinator or department chair for each program in order to have the transcript reflect credit for work done in a concentration or minor.

Liberal Arts and Sciences General Education Requirements

Students are urged to pay special attention to both the selection of and scholastic emphasis on the courses within the liberal arts and sciences general education degree requirements. These courses are designed to provide the students with a solid foundation for further study and an essential part of the undergraduate's education.

The College administers placement examinations to determine the level at which entering students are prepared to begin their work in a foreign language and mathematics.

For all undergraduate degrees, the total number of semester hours must include the following:

- **English:** six semester hours: ENGL 101 and 102. (A degree candidate must enroll in ENGL 90, 101 or 102 each semester until the English requirement has been fulfilled.)
- **History:** six semester hours: HIST 101 and 102, which must be taken in sequence.
- **Natural Science:** eight semester hours: an introductory or higher sequence from one of the following: astronomy, biology, chemistry, geology, or physics, of which two semester hours must be earned in the accompanying laboratories.
- **Mathematics or Logic:** six semester hours in either mathematics or logic. (This requirement may not be met by a combination of course work in mathematics and logic.)
- **Foreign Languages, Classical or Modern:** 0-12 semester hours: satisfactory completion of course work through the intermediate level or demonstration of proficiency at that level by approved examination.
- **Social Science:** 6 semester hours from one or two of the following: anthropology, economics, political science, psychology, or sociology.
- **Humanities:** 12 semester hours from the following six areas with no more than six semester hours in any one of the following areas: 1) British or American literature; 2) any foreign literature; 3) art history, music, and theatre (excluding courses in studio art, and the practice and performance of music and theatre); 4) history (excluding 101 and 102); 5) philosophy (excluding 215 and 216); and 6) religious studies. Certain interdisciplinary courses in the Honors Program and in American studies and women's studies may also be applied to the humanities requirement. Questions should be addressed to the directors of these programs.

Academic Regulations

**Attendance**

Since class attendance is a crucial part of any course, students are expected to attend all classes and laboratory meetings of the courses in which they enroll. During the first week of classes instructors will announce and distribute their attendance policies. However, whatever the policy may be, each student is responsible for all information disseminated in the course. If a student misses more than the permissible number of class meetings, the professor will first notify the student of excessive absences which, if not corrected, will result in a grade or WA, equivalent to a grade or F.

**Semester Hours (Credit Hours)**

The credit that a student earns by the satisfactory completion of the work in any course is measured in units called semester hours. The semester-hour value of most courses is the same as the number of hours per week that the course meets during the fall or spring semester. However, three hours a week of required laboratory work have a credit value of only one semester hour.

**Full-Time Status**

Students at the College are considered full-time if they are registered for 12 or more hours and are paying full tuition. However, it should be noted that an academic schedule of only 12 hours is not sufficient to allow a student to graduate within four calendar years, without attending summer school.

**The Grading System**

After the end of each semester, the registrar mails a grade report to every student.

*Note: In order to receive their grades, as well as registration materials, bills, and any other correspondence from the College, students must have their current address on file at the Office of the Registrar.*
Students receive letter grades for every course in which they enroll. Each letter grade has a numerical "quality point value," as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Barely Acceptable, Passing</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>0</td>
</tr>
<tr>
<td>WA</td>
<td></td>
</tr>
<tr>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>Withdrawn Excessive Absences equivalent to an F</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td></td>
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</tbody>
</table>

The grade I indicates that only a small part of the semester's work remains to be done, that the student is otherwise doing satisfactory work in the course, and that an extension of time is warranted to complete the course.

The grade of I also signifies that an agreement has been established between professor and student as to the quantity of work remaining to be done, the deadlines established for its completion, and a schedule of meeting times. It is recommended that this agreement be made in writing with both professor and student having a copy.

The student is allowed 60 days from the date of the last scheduled examination day of the semester in which this grade is received to complete the work in the course. If the student does not complete the work within 60 days, the I is automatically changed to an F. Exceptions must be approved in advance by the faculty member and the dean of Undergraduate Studies.

The statute of limitations for grade changes is two calendar years from the original grade submission deadline. After this period of time has elapsed, normally no grade issued to a student may be changed. Requests for any change of grade should be initiated by the faculty member who assigned the grade. All requests must be adequately documented.

### Grade Point Average (GPA)

The number of quality points earned for each course is calculated by multiplying the semester-hour value of the course by the number of quality points assigned to the grade received for the course. For example, a grade of B received in a three-semester-hour course would earn 9.0 quality points (3.0 quality points x 3 semester hours).

At the end of each semester the student's GPA for the semester is calculated. To compute the semester GPA, the total number of quality points earned for the semester is divided by the total number of quality hours carried (that is, the semester hours carried minus the hours of courses numbered below 100). For instance, a student who earns 36 quality points while carrying a course load of 15 semester hours would earn a GPA of 2.40 for the semester.

The student's cumulative GPA is also computed at the end of each semester. This is the grade point average the student has earned up to that point at the College. The cumulative GPA is computed by dividing the total quality points the student has earned at the College by the total number of hours carried (excluding courses numbered below 100). For example, a student who has earned a total of 180 quality points over 90 semester hours would have a cumulative GPA of 2.0.

### Courses Numbered Below 100

Hours of credit are awarded for the successful completion of these courses. However, grades earned in these courses are not averaged into the GPA, and the credit hours earned for these courses are not applied toward the 122 total hours required for graduation.

### Pass-Fail Option

The Pass-Fail Option is provided to encourage students to enrich their educational experience and to venture outside their major areas of concentration or competence. To earn a pass under the Pass-Fail Option, students must perform at the C level or above. A grade of Pass (P) will count toward graduation but will carry no grade points and will not be used in computing the GPA. A grade of Not Passing (NP) will be recorded on the transcript, but will carry no grade points and will not be used in calculating the GPA.

The following restrictions apply:
1. A student electing the Pass-Fail Option must be in good standing (not on academic probation) and must be of sophomore standing or above.
2. A student electing the Pass-Fail Option must do so at registration by completing a Pass-Fail Option petition, and no change may be made after the add period.
3. No more than 12 credit hours may be taken under the Pass-Fail Option, and no more than one course in any one semester.
4. No course taken on the Pass-Fail Option may be used to satisfy the general education requirements or be taken in one's major or minor fields. If a student who completes a course under the Pass-Fail Option later changes his/her major and that course is required for the major, he/she may petition the department for the course to be accepted.
5. No course may be repeated on a Pass-Fail Option. A course for which the grade P has been received may not be repeated.

### Course Overload

The normal course load for degree candidates in fall and spring semesters is 14-17 credit hours. Enrollment in courses totaling more than 18 credit hours requires special permission from a dean in
Undergraduate Studies. This permission must be obtained before registration for the semester in which the overload is to be carried. Failure to obtain permission will result in cancellation of any courses not specifically authorized over 18 hours. Students may take one course only during Maymester. Students may take no more than two courses concurrently during any of the other summer terms without special permission from the Office of Undergraduate Studies.

Course Repetition Policy

Under this policy, students may elect to repeat up to 12 credit hours of passed coursework excluding:

1. prerequisite courses for passed courses and
2. courses which have catalog restrictions due to duplication of subject material.

A passed course may be repeated only once regardless of the outcome. Repetition of previously passed courses will not increase the number of transcript credits. (A student will receive credit once for any course passed twice.) All grades will be recorded on the transcript, and repeated courses will be so designated to distinguish them from other courses. An averaged grade, representing the original course grade and the grade earned for the repeat course, will be used in cumulative GPA calculations. Repeat course grade points will not be used to calculate honors at graduation. During registration, students electing to repeat a course passed previously should complete a form available in the Office of the Registrar.

Students may repeat any course they have previously failed. The grade earned in the repeated course and the failing grade will both be computed in the student's grade point average.

Scholarship students (academic and athletic), financial aid students, and veterans may repeat courses under this policy. In most cases, however, credits from repeated courses previously passed will not be used to satisfy minimum hour requirements for maintaining eligibility.

Dropped Courses

Students may voluntarily withdraw from a course before the official withdrawal date of the semester (see “Academic Calendar”) providing they do so through a formal process. A College of Charleston Course Withdrawal Form must be completed and submitted to the Office of the Registrar. Students who withdraw from courses with a lab must fill out a separate withdrawal form for the lab. A grade of "W" will be entered on their record since the credit value of the course is not recorded.

Students may petition for withdrawal after the official date through the Office of Undergraduate Studies. After that date, students may withdraw from a course with the grade of "W" only with the special permission of a dean of Undergraduate Studies and the professor. This permission will be granted only if continued enrollment in the course would be detrimental to the student’s health or if extenuating circumstances prevent the student’s continued enrollment.

NOTE: A decision not to attend a course does not constitute a withdrawal from it.

Absence from Final Examinations

Examinations must be taken at the time scheduled (refer to the appropriate copy of “Course Information” or obtain a copy from the registrar) except when 1) two or more exams are scheduled simultaneously, or 2) the student has three consecutive examinations. Permission to reschedule one exam may be obtained from the Office of Undergraduate Studies with written permission of the instructor and must be obtained prior to the first day of the exam period.

If a student is absent from a final examination, the temporary mark of X may be assigned. Not a grade, the X reverts to an F within 48 hours unless an excused absence has been granted by a dean in the Office of Undergraduate Studies.

The dean will grant an excused absence if the student has documented illness on the day of the examination or if documentable extenuating circumstances prevented the student's presence at the examination. When an excused absence has been granted, the X is changed to an I. An excused absence entitles the student to a make-up examination, which will be held as soon as possible. Any student who has not been granted an excused absence will fail the course and will be able to obtain credit only by repeating the course and earning a passing grade.

NOTE: Re-examinations are not allowed.

Minimum Scholastic Attainment and Probation

Students enrolled at the College of Charleston must earn a minimum grade point average to avoid being placed on academic probation. Students are placed on Academic Probation I or II as notification that the level of their academic work is endangering their opportunity to earn a degree from the College and that their continuation at the College is in jeopardy. The conditions of probation and academic warning are intended to 1) provide an occasion for counseling and enrollment in Learning Strategies at a sufficiently early date for assistance to be effective, and 2) give students who are experiencing difficulties further opportunity to demonstrate adequate performance.

In order for students to recognize at an early stage that they are not progressing satisfactorily, there are also minimum standards which trigger an academic early warning system. The standards and criteria for both are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours Earned</th>
<th>GPA</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation I Standards</td>
<td>0-19</td>
<td>1.20</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>20-59</td>
<td>1.60</td>
<td>1.80</td>
</tr>
<tr>
<td></td>
<td>60-89</td>
<td>1.85</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>90 and up</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Academic Probation II Early Warning Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Probation I:
If in any semester a student's cumulative GPA is less than the Probation I standard GPA, the student will be placed on Academic Probation I. Learning Strategies (EDLS 100) is required in the following semester, provided it has not been successfully taken previously, and the student must make up the deficiency, i.e., attain a cumulative GPA which meets or exceeds the probation standards within the next 15 hours attempted. All 15 hours need not be taken in the ensuing semester, rather, the deans of Undergraduate Studies will make a judgment about the student's case at the conclusion of the semester in which the 15th hour is completed. If at the end of that semester the student's cumulative grade point average is not back in compliance with the Probation I standards, the student will normally be withdrawn from the College for academic deficiency. Courses numbered below 100 (including EDLS 100) will not be included in the 15 hours that a student has to satisfy probation, nor will they count toward GPA.

NOTE: Students who are withdrawn from the College for academic deficiency are not eligible for financial aid.

Probation II, Early Warning:
Any student enrolled at the College of Charleston whose cumulative GPA meets the Probation I standards but is below the early warning standards will receive a letter of academic warning. After receiving a letter of academic warning, if the student's cumulative GPA fails to meet or exceed the early warning standards at the end of the semester in which he or she completes 15 additional semester hours, the student will be placed on Probation II. When on Academic Probation II the student's cumulative GPA must meet or exceed the early warning standards stated above within the next 15 semester hours attempted, or the student will normally be subject to dismissal for academic deficiency. All 15 hours need not be taken in the ensuing semester; rather, the deans of Undergraduate Studies will make a judgment about the student's case at the conclusion of the semester in which the 15th hour is completed. In addition, a student placed on Academic Probation II will be required to enroll in Learning Strategies (EDLS 100) in the ensuing semester, if the course has not already been successfully taken.

NOTE: Students who are withdrawn from the College for academic deficiency are not eligible for financial aid.

Withdrawal from the College
Students may decide to withdraw from the College for a variety of reasons. In order to protect the integrity of their transcript and ensure that their record on file at the College is in order, any student who is considering a withdrawal should make an appointment with a dean in the Office of Undergraduate Studies to officially withdraw rather than merely dropping out. An accurate student record will be especially important if the student decides to return to the College or transfer to another college. If there are documented extenuating circumstances, a student may obtain an involuntary withdrawal or emergency leave from all courses with the approval of the Office of Undergraduate Studies and the student's professors. A student who is granted an involuntary withdrawal from all courses may reenter the following semester without applying for readmission.

When a student withdraws from the College, grades for the courses affected will be assigned according to the regulations stated above under “Dropped Courses.”

Before a student is allowed to officially withdraw, appropriate arrangements must be made with the offices of the Treasurer, Financial Assistance, and Residence Life to ensure that all obligations to the College have been satisfied.

Leave of Absence
All requests for leaves of absence must be addressed in letter form to the Office of Undergraduate Studies. Requests for leaves for any semester should be received before that semester begins and not later than two weeks after the semester has begun. Request for leaves after that time will be considered only under fully documented extenuating circumstances. Students participating in the National Student Exchange Program (NSEP), the International Student Exchange Program (ISEP), or special study abroad programs must request leave status through the Office of International and Exchange Programs for the semester in which they will be absent from the campus. When official leave is granted, students need not apply for readmission. However, students should notify the Office of the Registrar in advance that they have been on an approved leave of absence and are planning to return. There are two methods of registration available on return:

1. Early registration—If students wish to participate in early registration, at least two weeks prior to early registration they should notify the Office of the Registrar in writing of their intent to return and to pre-register.

2. Late registration—To participate in on-line registration just before the term starts, students should present at the registration terminal a copy of the official leave of absence letter received from the Office of Undergraduate Studies and proceed with registration.

Note: If a student takes an unofficial leave of absence, be will have to reapply through Admissions, be charged another admission fee, and be will also have to register through Academic Orientation upon returning to the College. A leave of absence is only applicable for a degree-seeking student having earned credits at the College. Students whose cumulative GPAs are under 2.00 will normally be denied leave status. For students in good standing, the request for leave will be reviewed by a dean.

Three-Year Transfer Option
Students readmitted to the College after an absence of three or more years may choose to have their previous College of Charleston record treated as transfer credit if they achieve a GPA of 2.50 or better upon completion of 15 semester hours earned after their return. Previous work at the College will remain on the students' permanent records; however, only course work completed since readmission will be
used to calculate their cumulative GPA. Students choosing this option should request it in writing to the Office of Undergraduate Studies once the 15 semester hours are completed.

**NOTE:** Students who choose to apply the three-year transfer option to their record should be aware that any D course work done prior to readmission will not count toward graduation. For the purpose of calculating GPA for graduation with honors, all course work taken at the College of Charleston will be included in that calculation.

**Readmission of Students Dismissed for Academic Deficiency**

Students who have been dismissed once for academic deficiency may apply for readmission only after the lapse of two semesters (for this purpose, the 10-week summer session is considered one semester). Students who have been dismissed twice for academic deficiency may apply for readmission only after the lapse of three calendar years from the second dismissal.

Because the simple passage of time cannot ensure that dismissed students will improve their academic records, applicants for readmission must submit with their applications for readmission a personal letter addressed to the Office of Undergraduate Studies outlining how they have used their time while out of school and giving their reasons for believing that they will now be able to succeed at the College. Additional information and letters of recommendation may be required from some applicants. Please refer to page 7 of this Catalog for further information on the process of readmission.

Those applicants who are readmitted to the College will be required to attend a full-day workshop before re-enrollment to make sure that they understand the retention and graduation standards they will be required to meet. The workshop will include academic advising and registration in classes.

Credits earned at another institution during a dismissed student’s period of ineligibility will not be accepted toward a degree at the College of Charleston.

**Confidentiality of Student Records**

The Family Educational Rights and Privacy Act of 1974 is a federal law designed to provide students with greater access to and control over information contained in their educational records while at the same time prohibiting, in most circumstances, the release of any information contained in those educational records without express written consent of the student. This law guarantees privacy of student records, open access by students to their records, restricted release of information to specified authorities or others only with written consent, and procedures allowing students to challenge the contents of their records. The law also requires that an inventory of records be maintained denoting the location, content, and any official review of students’ records and identifying the staff member in charge of records and/or reviews. Notice of this law must be provided annually to all students. Forms necessary for obtaining access to student records are provided by the Office of the Registrar.

**Graduation**

**Class Rank and Graduation Requirements**

Advancement to sophomore rank requires credit of at least 30 semester hours; to junior rank, 60 semester hours; to senior rank, 90 semester hours. Students may not advance to junior rank until their major has been declared.

A minimum of 122 semester hours of credit is required for graduation. In order to graduate, all students must earn at least two quality points for every hour they have attempted at the College of Charleston, i.e., a grade point average (GPA) of at least 2.0. In addition, students must maintain a grade point average of at least 2.0 for all courses taken in the major department unless stated otherwise in the Catalog description of the major. In an interdisciplinary major, such as urban studies, courses in the major department include all of the courses taken in the student’s area of concentration. (See page 42 for statement on student responsibility.)

During the second semester of their junior year, all students should file an application for graduation through the Office of the Registrar. The application for graduation notifies the registrar of the student’s planned graduation date and serves as the order for the student’s diploma. After application is made, students should review the degree audit which is sent from the Office of the Registrar. The audit will list remaining degree requirements.

**Accelerated Graduation Program**

The Accelerated Graduation Program grows out of a desire to provide a structured program whereby new students may complete a degree in three years, allowing them to enter the job market or move directly to graduate school. It offers adult students, who have deferred their post-secondary education, a special opportunity to efficiently reposition themselves for new careers. By attending the College full time and taking approximately 30 hours of summer school (two to three summers), students reduce by one full year the traditional four year graduation calendar.

The College offers a large number of general education (core curriculum) courses during the summer sessions. Students who take core curriculum courses during the summer can then concentrate their studies on their major coursework in the fall and spring semesters. The range of upper level courses which majors take will be available during those “regular” semesters.

Students who wish to graduate in three years must identify themselves during the admissions process. They must declare a major and develop a program of study (a three year schedule) with their appropriate advisors. They also will be advised of the implications the Accelerated Graduation Program might have on their financial aid if applicable.

Note: Students with advanced placement credit in the core curriculum will require fewer than 30 hours of summer school;
students graduating in education will not be able to complete state certification within three years.

Credit for Work at Another Institution and for Study Abroad:

Transient Student Status

A degree candidate at the College of Charleston who wishes to receive College of Charleston credit for courses at another institution not within the Charleston higher education affiliation should follow the procedure outlined below before registering for the courses:

1. Secure and complete the appropriate course work elsewhere forms from the Office of Undergraduate Studies.

2. Check the transfer course inventory in Undergraduate Studies. If the course is not in the transfer course inventory indicating prior approval, then

3. Using a course description from a current catalog of the institution where work is to be done, secure the signature of the chair of the equivalent departments at the College of Charleston for which course credit is being petitioned.

4. Submit a completed form to the deans of Undergraduate Studies. Criteria for acceptable transfer credits also apply to transient students.

The deans may consult with the registrar and may refer the request to the Faculty Academic Standards Committee. The institution the student wishes to attend must be fully accredited. College of Charleston credit will be granted for the courses taken only if those courses are ones receiving credit toward graduation in the other college or university conducting the instruction. In order to ensure that the courses will be accepted at the College of Charleston for transfer credit, they must be approved before actual enrollment. Acceptance of credit for an approved course will become final only when the registrar of the College of Charleston receives an official transcript of the student’s record from the institution where the course was taken.

For Study Abroad, the International Student Exchange Program, and the National Student Exchange Program, the determination in advance that credit may be awarded will be made by the College department concerned in consultation with the student. With the exception of the National Student Exchange Program, the department may require a validating examination on the student’s return.

Second Bachelor's Degrees

A second degree in any discipline may be earned by a former graduate of the College of Charleston. The second degree earned will be noted on the graduate’s transcript only, and no second diploma will be awarded.

For the former graduate, only the additional courses needed to complete the desired degree requirements must be taken. Those requirements are established in the Undergraduate Catalog in effect when the student last entered degree-seeking status provided that the student maintained continuous enrollment until the completion of all degree requirements. The second major must be formally declared in the departmental office of the intended major. Readmission into degree-seeking status after graduation is accomplished through the Office of Admissions and Continuing Education.

A transfer student with a previously earned bachelor’s degree from another institution may earn a second bachelor's degree at the College of Charleston. The student must complete all degree requirements stated in the Undergraduate Catalog in effect when the student enters degree-seeking status at the College provided that the student maintains continuous enrollment until the granting of the degree at the College. If enrollment is interrupted without a leave of absence, the student must complete all degree requirements stated in the Undergraduate Catalog in effect when the student last enters degree-seeking status at the College. A minimum of 30 semester hours must be taken at the College of Charleston with at least 12 taken in the major field at the 200 level or above. Upon completion of all requirements a notation will be made on the transcript that the degree requirements have been met. Both concentrations and minors will be shown on the student's transcript. If desired, upon completion of a degree audit with the registrar and payment of the graduation fee, a diploma may be awarded.

Graduation with Honors

Students who earn a grade point average of 3.950 to 4.000 will graduate summa cum laude. Students who earn a grade point average of 3.800 to 3.949 will graduate magna cum laude. Students who earn a grade point average of 3.600 to 3.799 will graduate cum laude. To be eligible for graduation with honors, at least 62 hours of the course work to be applied to the degree must have been completed at the College of Charleston. For the purpose of calculating GPA for graduation with honors, all course work taken at the College of Charleston will be included in that calculation.

College Graduation Awards

High scholarship and exceptional achievement in extra-curricular activities are traditionally important at the College. Prizes that recognize such achievements are also a part of the College tradition. Announcement of the recipients of cups, medals, and other awards is made each year at the awards ceremony, part of commencement week activities.

General Awards

The Bishop Robert Smith Award, named for the College’s first president, is the highest honor a student can receive at the College of Charleston. Up to three recipients who have demonstrated leadership and academic excellence are selected annually from the graduating class.

The Septima Clark Award, established in 1981, is a monetary award given each year to a graduating student with the highest grade point average who has completed at least 60 hours of his or her work at the College of Charleston, with preference being given to a minority student.
The Alexander Chambliss Connelly Award, established by the late Alexander Chambliss Connelly, is a monetary award made annually to the student of the senior class who has made the most unselfish contribution to the student body and to the College of Charleston. The recipient is chosen by the president and faculty of the College.

The Junior Medal, an award that is held in particularly high regard, is a gift of the Alumni Association. The recipient is the junior who has maintained the highest scholastic average in his or her class over a three-year period of work at the College.

The Thomas A. Palmer Award is presented annually to the continuing education graduate with the highest academic average.

The Peter Pinckney Award was established by Lucian and Millward Pinckney in honor of their late son, Peter, Class of 1982. The monetary award is presented annually to the member of the student senate who has given the most time and effort to the student body.

The Willard Augustus Silcox Award is presented annually in honor of Willard Augustus Silcox, Class of 1933, to a student who has distinguished himself or herself both academically and athletically.

The Stern Cup may be awarded annually to that member of the senior class who has most faithfully served the interest and ideals of the College and who, by character and influence, has best exemplified the ideals and qualities of Theodore S. Stern, former president of the College, both in the College and the community.

Departmental and Other Awards

The Alliance Francaise de Charleston Award is presented each year to a junior who has excelled in studies in French, and who plans to continue those studies.

The Alpha Epsilon Delta Harry W. Freeman Academic Excellence Award is presented by Alpha Epsilon Delta Pre-Medical Honor Society in recognition of academic excellence.

The Laura M. Bragg Memorial Award was established through the efforts of Judge and Mrs. James Heyward Furman and their friends in memory and honor of Mrs. Laura M. Bragg. This monetary award is presented annually to an outstanding graduating fine arts student or students chosen by the School of the Arts.

The Robert H. Coleman Mathematics Award is given annually to a mathematics major who shows exceptional ability and potential in mathematics. The award, which includes a one-year student membership in the Mathematics Association of America and a subscription to “Mathematics Monthly,” is given in honor of the late Robert H. Coleman, professor of mathematics at the College from 1918 to 1959.

The Fanchon Morrow Condon Award in Economics is a monetary award presented annually to the most outstanding student majoring in economics. The recipient is chosen by the economics faculty based on individual achievement and without regard to need or other possible awards.

The Graeser Memorial Award was established by the Alumni Association in 1954 in honor of the late Clarence A. Graeser, professor of modern languages at the College. This award is a monetary prize presented annually to the student of the graduating class who, in the opinion of the modern language teachers at the College, deserves special recognition for work done in any one of the modern languages over a period of not less than three years.

The Marie Alicia Elfe Award in Theatre. This is a monetary award in theatre presented annually to the most outstanding student who is involved in acting, directing, design, or writing for the theatre. The student will be selected by the Department of Theatre faculty.

The Marguerite Elfe Erickmann Award in Voice Performance. This is a monetary award in voice performance presented annually to the most outstanding voice performance student. The student will be selected by the music faculty.

The Anna B. Katona Award in American Literature. This is a monetary award established in 1990 by Dr. Anna B. Katona of the English faculty. The award is presented annually to the graduating senior English major who has taken the most 300 and 400 level courses in American literature at the College of Charleston and who has maintained the highest grade point average in those courses. The recipient will be selected by the chair of the English Department.

The Harper B. Keeler Political Science Award was established in 1977 by General and Mrs. George E. Keeler in memory of their son, Major Harper Brown Keeler, associate professor of political science at the Air Force Academy, who was killed in Vietnam. Both General and Mrs. Keeler were members of the College of Charleston faculty. Recipients of the monetary award are selected by the Department of Political Science.

The Ludwig Lewisohn Prize is named for a distinguished College of Charleston graduate. It is awarded annually to students majoring in any academic discipline who demonstrate superior research and writing potential in topics related to Judaism. The prize is allocated from funds within the Elka and Nathan Yaschik Jewish Studies Program. Recipients are chosen by the director of Jewish studies in consultation with those
faculty submitting their students' work.

The Carl Likes Award was established in honor of the career of Dr. Carl Likes, Class of '37. The monetary award goes to an outstanding chemistry student. Dr. Likes served as professor of chemistry at the College for more than 24 years.

Burnet Maybank Award in Political Science created by Theodore and Libby Guerard in memory of her father, Burnet Rhett Maybank, Class of 1919, Mayor of Charleston and Governor and Senator from S.C. The award is for outstanding junior or senior political science majors. Recipients are selected by the department.

The Henry Miller Memorial Award is given annually to a graduating senior who has performed outstanding work in French and who intends to pursue a career in this field.

Two prizes are awarded annually for outstanding work in American history. The William Moultrie Cup, presented by the Rebecca Motte Chapter of the D.A.R., gives recognition for excellence in advanced American history courses. The American History Prize is the gift of the American Federation of Women's Clubs to the woman student who has achieved the highest honors in the general course in American history.

The Harold A. Mouzon Classical Studies Award was established by John and Elizabeth Mouzon Sadler, Class of '46, in memory of her father, Harold A. Mouzon, Class of 1913. The award is presented annually for special recognition of a student working in the area of classical languages.

The William F. Muckenfuss Award. Established in 1987, this is a cash award given to an outstanding continuing education student who is studying accounting. The recipient is selected by the accounting faculty.

The Phi Kappa Phi Merit Award is given annually to the Phi Kappa Phi junior or senior with the highest grade point average.

The Phi Kappa Phi Research Award, established in 1979 by the local chapter, is given annually to the student whose independent study or bachelor's essay is judged the best among those submitted to a select committee.

The Carrie Pollitzer Education Award is a cash prize awarded to the student in an approved teacher education program achieving the highest score (Composite Percentile Rank) each year on the National Teacher Examination.

The Harrison Randolph Calculus Award is given jointly by the Alumni Association and the Department of Mathematics in honor of the late Harrison Randolph, professor of mathematics and president of the College from 1897 to 1945. The award carries a cash stipend. The recipient is chosen on the basis of a written competitive examination in elementary calculus. This examination is given each spring and is open to all full-time undergraduate students at the College who have taken introductory calculus during the previous year.

The William Young Warren Ripley, Jr., Memorial Award was established in 1978 by friends of the Ripley family. It is awarded to the top accounting graduate to assist with his or her expenses in taking the CPA examination for the state of South Carolina.

The Silcox-Keeler Tennis Award, established by an alumnus, honors General George Keeler and Willard Silcox, both outstanding members of the College community and sportsmen. The monetary award is given to the outstanding man and woman tennis players.

The Simonds Special Merit Award in History. Created by Mr. Albert R. Simond, this endowed award is given to a rising senior who is majoring in history. The recipient is to be selected on the basis of academic excellence only.

The Edward E. Towell Chemistry Prize is awarded annually to the student who achieves the highest grade in organic chemistry.

The Edward Emerson Towell Scientific Award is named for Dr. Edward Emerson Towell, Class of 1934, former dean of the College. Established by an alumnus of the College, it is a monetary award given annually to a graduating senior who has either majored in one of the natural sciences or has been a pre-medical student. The recipient must have demonstrated outstanding achievement in science courses and must show the greatest promise of future growth and development in his or her chosen scientific career. The recipient is chosen by the joint decision of the faculties of the Biology, Chemistry, Geology, and Physics departments of the College.

The Wall Street Journal Student Achievement Award is presented annually to an outstanding senior student in the School of Business and Economics.

The Katherine Walsh Award in English is a monetary award presented annually to the senior English major graduating in either December or May who has the highest average in English courses taken at the College of Charleston.

The Camille Welborn Memorial Award was established in 1984 by Mr. and Mrs. James II. Welborn in honor of their daughter. The monetary award is given to a sophomore or junior swimmer.
Faculty Honors List

After the end of each semester, the Office of the President publishes the Faculty Honors List. Students are named to this list who were enrolled in and completed at least 14 semester hours and who earned a GPA of 3.80 (Highly Distinguished) or 3.60 (Distinguished). In neither case may there be a grade lower than C, nor an I (Incomplete).
Skills Enhancement Courses

Office of Educational Services
803-953-1431

Learning Strategies
EDLS 100 Learning Strategies for College Students (3)
Techniques for becoming proficient learners. Focus is on strategies for interpretive thinking: comprehension, analysis, reasoning, problem solving, organization, and planning. Credits earned in this course may not be applied toward degree requirements.

Freshman Seminar
FRSR 101 The purpose of this course is to introduce the student to the value and applications of a liberal arts education. In addition, this course focuses on the benefits of becoming an active member of the academic community by developing self-awareness and awareness of the college community and the community at large. The course is designed to help freshmen: 1) understand the maturational changes they will undergo during the college experience and the roles they will play as students; 2) identify personal and work values, establish realistic career and life goals; 3) obtain information about academic programs, including course, major and graduation requirements; 4) understand occupational implications of their educational choices; 5) develop or improve study and time management skills; and 6) become familiar with the College's procedures, resources, and services.
SPECIALIZED DEGREE PROGRAMS

THE BACHELOR OF SCIENCE WITH DENTISTRY AND THE BACHELOR OF SCIENCE WITH MEDICINE

The Bachelor of Science with Dentistry and the Bachelor of Science with Medicine are specialized forms of the bachelor of science degree. Candidates for these degrees do not register a major since they will ordinarily attend the College of Charleston for only three years while pursuing a highly specialized program of study. However, candidates for either of these degrees should be aware of major requirements in the event that they decide to become candidates for a bachelor of science or bachelor of arts degree.

The B.S.D. and B.S.M. degrees may be conferred upon students who have completed three years of study in residence at the College of Charleston and who have met the special requirement explained below. To receive the B.S.D. or B.S.M. degree after completing the program, the student must address a formal application to the faculty of the College of Charleston along with an official statement from the dental school or medical school certifying that the student has successfully completed the degree requirements.

The Bachelor of Science with Dentistry

To earn the Bachelor of Science with Dentistry, a student must earn at least 92 semester hours of credit which must be earned at the College of Charleston. During their three-year residency at the College, B.S.D. candidates must meet the minimum degree requirements for all degrees, and must include in their program the following:

Chemistry: 16 semester hours - eight semester hours must be in general chemistry, and eight semester hours in organic chemistry

Physics: eight semester hours

Biology: eight semester hours

College Mathematics: six semester hours

After their three years at the College, B.S.D. candidates complete their fourth year of work at an accredited dental school. After successfully completing this final year of work, students receive the Bachelor of Science with Dentistry from the College of Charleston.

The Bachelor of Science with Medicine

To earn the Bachelor of Science with Medicine, students must earn at least 92 semester hours at the College of Charleston. During their three years at the College, B.S.M. candidates must complete the minimum degree requirements for all degrees, and must include in their program the following:

Chemistry: 16 semester hours — eight hours must be in general inorganic chemistry, and eight semester hours in organic chemistry

Physics: eight semester hours

Biology: eight semester hours

College Mathematics: six semester hours

After their three years at the College, B.S.M. candidates complete their fourth year of work at an accredited medical school. After successfully completing this final year of work, students receive the Bachelor of Science with Medicine from the College of Charleston.
The College of Charleston recognizes that motivated and talented students have special educational needs. Students of superior academic ability, motivation, and background are encouraged to participate in the College's Honors Program. This is a general program designed for outstanding students regardless of their majors. In designing the Honors Program, the faculty at the College of Charleston developed a series of Honors Program core courses that all students in the Honors Program take. These courses are smaller, thereby allowing for more intensive student participation; they are accelerated to meet the needs of superior students; and most of them are team taught and interdisciplinary so that the student's general liberal arts education transcends the boundaries of traditional academic disciplines. As upperclassmen, students in the Honors Program enroll in a Tutorial (a course wherein a student works individually with a professor on a topic that supplements regular course offerings) and write a bachelor's essay—a year-long research project in an area of the student's interest. In order to help meet the needs of each student, the Honors Program gives unusually able students the opportunity to:

- take special courses designed for students of high ability;
- engage in independent projects and research;
- confront greater intellectual challenges and stimulation;
- receive individualized instruction through a tutorial system;
- participate in a peer community of students with similar abilities; and,
- participate in more intensive intellectual discussion and debate.

Many students in the Honors Program also qualify for departmental honors.

The Honors Colloquium

The honors colloquium is at the core of the Honors Program. Honors colloquia are small, seminar-style classes which emphasize student participation and discussion. Honors colloquia are more than just accelerated courses. They are more intensive, meet more frequently, and carry more academic credit than courses in the regular curriculum. Honors colloquia are broad in scope and transcend traditional disciplinary boundaries. Normally, they are taught by a team of professors from different academic departments.

The Tutorial

An important part of the Honors Program is the tutorial system, modeled after the program of instruction at Oxford, Cambridge, Harvard, and other major universities. Each academic department has a course numbered 399 and entitled "Tutorial." Juniors in the Honors Program enroll in a tutorial either in the Honors Program or in the department of their choice. Each tutorial is designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of an individual student. Together with their tutors, Honors Program students design their own individual courses of study, determine reading and written assignments, and plan independent projects. Then, they meet individually with their tutors—usually once a week—to discuss readings and written work, as well as to report on the progress of their research.

Other Opportunities

In addition to the honors colloquia, there are Honors Program courses in English, mathematics, and the laboratory sciences. Special topics courses are offered in the Honors Program in accordance with student and faculty interest. Also, Honors Program students are encouraged to complete scholarly off-campus projects which may include study abroad, internships, or special research projects.

The Honors Center

The Honors Program is much more than a series of courses. To facilitate a sense of community among Honors Program students and faculty, the Honors Program has a physical home, the Honors Center, housed in one of the historic buildings on the College of Charleston campus. The Honors Center has a seminar room as well as a lounge and reading room for the use of Honors Program students and faculty. Students come to the Honors Center to study, meet with professors, work on group projects, socialize, and informally discuss issues of importance to them. In addition, speakers, seminars, and discussion groups are scheduled regularly in the Honors Center. In short, the Honors Center is the focal point for the social and intellectual activities of the Honors Program.

Requirements for Becoming an Honors Program Graduate

Every student in the Honors Program must complete all college-wide graduation requirements, including the requirements for a major. In doing so, a student becomes an Honors Program graduate by fulfilling the following requirements:

1. Honors English (HONS 105 and 106); the honors colloquium in Western Civilization (HONS 120 and 130); six hours of mathematics to include MATH 120 and either HONS 215 or an additional mathematics course at or above the 200 level*.

   * Some of these may be satisfied through AP Exams.

2. Tutorial (399) and Bachelor's Essay (499) either in the Honors Program or in the department of the student's choice.
3. One interdisciplinary honors course (in addition to HONS 120 and 130).
4. Six additional hours of honors courses. Students may use additional tutorials or independent studies to fulfill this requirement.
5. A cumulative grade point average of 3.4 or higher.

Those fulfilling the above requirements will be designated Honors Program Graduates on their transcripts and will receive special recognition during graduation ceremonies.

Admission, Retention, and Further Information
The Honors Program has special procedures for admission, its own retention requirements, and other opportunities not described above. For a brochure containing more detailed information and including all necessary application materials, contact the director of the Honors Program or the Office of Admissions and Continuing Education.

NOTE: Where space is available, students who are not in the Honors Program may take Honors Program courses if they have the permission of the instructor and the Honors Program director.

Honors Courses
105 Honors English (3, 3)
106 (Satisfies the general education requirement in English.)
120 Honors Colloquium in Western Civilization (6, 6)
130 This year-long colloquium is an intensive interdisciplinary study which relates the arts, literature, and philosophy of the Western world to their political, social, and economic contexts. Discussions will be based on wide reading of original sources. HONS 120 examines the development of Western civilization from its origins in the ancient near east through the Renaissance and Reformation. HONS 130 examines developments from the scientific revolution to the contemporary world. (HONS 120 and 130 together satisfy the general education requirement in history; each also counts three hours toward the satisfaction of the general education requirement in humanities.)
151 Honors Biology I (4)
151L Lab (0)
152 Honors Biology II (4)
152L Lab (0)
(Completion of HONS 151 and 152 satisfies the general requirement in natural science.)
153 Honors Chemistry I (4)
153L Lab (0)
154 Honors Chemistry II (4)
154L Lab (0)
(Completion of HONS 153 and 154 satisfies the general requirement in natural science.)
155 Honors Geology I (4)
155L Lab (0)
156 Honors Geology II (4)
156L Lab (0)
(Completion of HONS 155 and 156 satisfies the general requirement in natural science.)
157 Honors Physics I (4)
157L Lab (0)
158 Honors Physics II (4)
158L Lab (0)
(Completion of HONS 157 and 158 satisfies the general requirement in natural science.)
For 157-158 the lab is co-required.
211 Honors Economics (3, 3)
212 Macroeconomics and microeconomic courses which introduce the principles of economics and the history of the development of that theory. Calculus is a prerequisite for both courses and HONS 211 or its equivalent is a prerequisite for HONS 212. (Satisfies the general education requirement in the social sciences and the Principles of Economics requirement for students majoring in economics or business.
215 Honors Calculus (4)
A second calculus course especially designed for students with Advanced Placement credit for MATH 120. The course will cover the material of MATH 220, plus additional material to be determined in part by the backgrounds, interests, and abilities of the students in the course. Prerequisite: Advanced placement credit for MATH 120 or permission of the instructor.
220 Honors Colloquium in the Social Sciences (3-6)
An examination of the social sciences from their origins in the 17th and 18th centuries through their development in modern times as independent disciplines. Readings cover both theory and current practice. (Satisfies the general education requirement in social science.)
230 Honors Colloquium: The Elements of Human Culture (3-6)
An interdisciplinary study of literature, philosophy, and fine arts as shaping forces for individuals and for society. (Counts toward the general education requirement in humanities.)
240 Honors Colloquium: Value and Tradition in the Non-Western World (3-6)
This seminar is intended to introduce students to non-Western cultures.
245 Honors Colloquium in the History and Philosophy of Science (3, 3)
This lecture-discussion course is a study of the evolution of scientific
ideas from the intuitive insights of early cultures through modern analytic and experimental investigation.

390 Special Topics (3-6)
An honors course on a special topic to be determined by faculty and student interest.

391 Special Topics in Humanities (3-6)
An honors course on a special topic in the humanities to be determined by faculty and student interest.

392 Special Topics in Social Sciences (3-6)
An honors course on a special topic in the social sciences to be determined by faculty and student interest.

395 Scholarly Off-Campus Project (3 hour minimum)
Honors Program students are encouraged to engage in scholarly projects off campus; e.g., study abroad, exchanges with other honors programs, internships, etc. Such projects are normally conceived by the student and worked out in detail with the student's advisor or tutor with the aid of the Honors Program director. Projects will be approved and evaluated for credit by the Honors Program Committee.

398 Honors Independent Study (1-3; repeatable up to 6)
Individually supervised reading and/or research on a topic or project agreed upon by student and supervisor. The amount of reading or the nature of the project will determine the credit to be assigned.

399 Tutorial (3; repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing plus permission of the tutor.

490 Senior Honors Seminar (3)
Honors students working on bachelor's essays meet in a weekly seminar which provides an opportunity for all senior Honors Program students to work together. Topics will vary according to student and faculty interest and will emphasize the common ground of intellectual endeavor.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the Honors Program Committee prior to registration for the course.
Degrees offered (majors)
Bachelor of Arts
   Art History
   Studio Art
   Music
   Theatre

Minors
   Art History
   Fine Arts
   Arts Management and Administration
   Music
   Theatre
   Dance
The School of the Arts offers Bachelor of Arts degrees in the following majors: art history, studio art, music, and theatre. Minors are offered in art history, arts management, music, and dance.

Graduates from the School of the Arts have gone into professions ranging from museum and gallery management to professional theatre design work, from careers on the concert stage to work on commissions for major art projects. In addition, graduates have been accepted to graduate programs, often as fellowship students.

The School of the Arts is located in the Albert Simons Center for the Arts, which includes the Emmett Robinson Theatre and the Halsey Gallery. In addition, there are studios for painting, sculpture, and printmaking as well as an art history slide library. The Department of Music has a listening collection in the Robert Scott Small Library, a recital hall, practice rooms, and a band/choral rehearsal room as well as studio and office space for the faculty. The Department of Theatre includes an experimental theatre, costume construction studio, scenery construction studio, drafting room, and dressing rooms.

The School of the Arts is actively involved in the annual Spoleto Festival U.S.A. and Piccolo Spoleto Festival. Throughout the academic year guest artists come to the school under such programs as the Quattlebaum Artists-In-Residence Endowment, the Art History Lecture Series, the Monday Night Recital Series, and the International Piano Series. Additionally, the school has working relationships with the Charleston Symphony Orchestra, the Gibbes Museum of Art, and the Robert Ivey Ballet, which is in residence at the College of Charleston.

Performance opportunities for students include the College of Charleston Concert Choir, the Madrigal Singers, the College of Charleston Music Society, the Charleston Pro Musica, the College/Community Orchestra, and Mainstage and Theatre 220 productions. In addition, there is a Visual Arts Club for students interested in studio art and art history and an annual Student Exhibition in the Halsey Gallery.
Art History Courses

101 History of Art from Prehistoric to Renaissance (3)
A combined visual and historical survey of Western art from prehistoric to Renaissance times. The techniques, forms, and expressive content of painting, sculpture, and architecture will be studied within the context of the cultural environment which produced them.

Prerequisite: None

102 History of Art from Renaissance through Modern (3)
A combined visual and historical survey of Western art from Renaissance through Modern times. Painting, sculpture, and architecture will be analyzed in terms of technique, form, and expressive content, as well as studied within the context of the historical environment in which they were produced.

Prerequisite: None

103 History of Asian Art (3)
An introduction to the visual arts of Asia, with an emphasis on India, China, and Japan. The techniques, forms, and expressive content of architecture, sculpture, and painting will be studied within the context of the cultural environment which produced them.

Prerequisite: None

245 Introduction to Architecture (3)
A survey of the history of architecture that will analyze architecture in terms of function, structure, form, and cultural and historical context.

Prerequisite: None

250 American Art (3)
A survey of American architecture, sculpture, and painting from Colonial times to the present, with an emphasis on the relationships of American art to European art, and of American artists to their public.

Prerequisite: None; ARTH 102 recommended.

260 Addlestone Seminar on the Arts and Culture of the Lowcountry (3)
Topics related to Lowcountry arts and culture will be presented by selected guest lecturers. Topics may include Charleston Architecture, Historic Preservation Planning, Garden and Landscape Architecture, etc.

290 Selected Topics in Art History (3)
Special topics of broad geographical or chronological areas of art history such as Pre Columbian Art, Art of Islam, History of Graphic Arts, etc.
Prerequisites: ARTH 101 or 102 or permission of the instructor. May be repeated for credit with differing topics.

299 Research and Methods in Art History (3)
A seminar required for art history majors as an overview of the major methodologies in the history of art, emphasizing critical reading, writing, and research.
Prerequisite: ARTH 101 or 102 or permission of the instructor.

335 History of American Architecture (3)
A history of architecture of North America. Though beginning with a brief examination of Pre-columbian building and including Canadian examples where useful, the course will focus primarily on American architecture from the period of European settlement to the present.
Prerequisite: ARTH 101 or 102 or 245 or permission of the instructor.

340 Selected Topics in Art History (3)
Studies of specialized topics in art and architectural history (such as Venetian Painting, New Wave Cinema, Preservation Planning, etc.)
Prerequisite: ARTH 101 or 102 or 103 or permission of the instructor. May be repeated for credit with differing topics.

341 History of the Art of India (3)
A study of the architecture, sculpture, and painting of South Asia from the Indus Valley Civilization through the Mughal period, with emphasis on historical, social, and religious context. Topics include the prehistoric era, early Buddhist architecture and sculpture, Hindu temples and related arts, rock-cut architecture, and painting traditions of the Islamic and Rajput courts.
Prerequisite: ARTH 103 or permission of the instructor.

342 History of the Art of China (3)
A study of the arts of China from the Neolithic period through early modern times, with emphasis on historical, social, and religious context. Topics include Neolithic pottery traditions, funerary art of the Shang through Han dynasties, the Buddhist art of China, and Chinese painting and ceramics.
Prerequisite: ARTH 103 or permission of the instructor.

343 History of the Art of Japan (3)
A study of the arts of Japan from early modern times, with emphasis on historical, social, and religious context. Topics include ceramic and architectural traditions of prehistoric Japan, Buddhist architecture, sculpture, and painting; development of the “Japanese Style,” Zen art, and the popular art of woodblock prints in pre-modern Japan.
Prerequisite: ARTH 103 or permission of the instructor.

345 History of Greek and Roman Art (3)
A study of Greek art from the Minoan civilization through the Hellenistic period, and of Roman art from the Republic through the Empire.
Prerequisite: ARTH 101 or permission of the instructor.

350 History of Early Christian and Byzantine Art (3)
Christian art from the late Roman Empire through the development of the Byzantine style and its influence in Western Europe; a study of the major surviving architectural monuments and mosaics in centers such as Rome, Constantinople, Ravenna, Venice, and Sicily, as well as manuscript painting and minor arts.
Prerequisite: ARTH 101 or permission of the instructor.

355 History of Early Medieval and Romanesque Art (3)
A study of architecture, sculpture, painting, and minor arts in Western Europe from the 8th through the 12th century, including Insular, Carolingian, Ottonian, and Romanesque art.
Prerequisite: ARTH 101 or permission of the instructor.

360 History of Gothic Art (3)
A study of Gothic architecture, sculpture, painting, and minor arts in Western Europe from the 12th through the 15th century. Concentration will be on the major architectural monuments and their decoration.
Prerequisite: ARTH 101 or permission of the instructor.

362 History of Medieval Manuscript Illumination (3)
A study of the development of manuscript illumination from the 5th century until the replacement of manuscripts by printed books in the 15th century, with an emphasis on the role and function of manuscripts, as well as their decoration.
Prerequisite: ARTH 101 or permission of the instructor.

365 History of Northern Renaissance Painting (3)
Study of the development of painting in Northern Europe during the 15th and 16th centuries. Artists to be discussed include Jan van Eyck, Roger van der Weyden, Hieronymous Bosch, Albrecht Durer, and Peter Brueghel.
Prerequisite: ARTH 102 or permission of the instructor.

370 History of Italian Early Renaissance Art (3)
Study of the painting, sculpture, and architecture produced in Italy during the 14th and 15th centuries, including such artists as Donatello, Fra Angelico, and Botticelli.
Prerequisite: ARTH 102 or permission of the instructor.

375 History of Italian High and Late Renaissance Art (3)
Study of the painting, sculpture, and architecture produced in 16th century Italy. The course will focus upon High Renaissance masters Leonardo da Vinci, Michelangelo, Raphael, and Bramante, and the major practitioners of later 16th century “manierism.”
Prerequisite: ARTH 102 or permission of the instructor.
### History of Baroque Art (3)
Study of the diverse stylistic developments of 17th century European painting and sculpture. Concentration will be on the major masters of the period, including Caravaggio, Bernini, Rubens, Poussin, Velazquez, Rembrandt, and Vermeer.

**Prerequisite:** ARTH 102 or permission of the instructor.

### History of European Painting, 1700-1850 (3)
Study of the major artistic movements in European painting from 1700 to 1850; the Rococo and its transformation; the development of Neoclassicism and Romanticism.

**Prerequisite:** ARTH 102 or permission of the instructor.

### History of Modern European Art (3)
This course will consider the stylistic developments of modern painting and sculpture in Europe from 1850 to 1945. Concentration will be on major movements from Realism through Impressionism, Post-Impressionism, Cubism, Abstraction, and Surrealism, emphasizing such artists as Manet, Monet, Van Gogh, Picasso, Kandinsky, and Dali.

**Prerequisite:** ARTH 102 or permission of the instructor.

### The Camera and Visual Perception (3)
A study of photography as a visual art form; its interaction with the other arts, especially painting; the evolution of cinematography and the effects of these art forms on the history of modern art.

**Prerequisite:** ARTH 102 or ARTS 118 or permission of the instructor.

### History of 18th and 19th Century Architecture (3)
Beginning with the new awareness of the past that arose mid-18th century in Europe, this course will trace the development of Western architecture through the 1893 Columbian Exposition in Chicago. Traditional style and technological innovation will be given equal weight.

**Prerequisite:** ARTH 101 or 102 or 245 or permission of the instructor.

### History of 20th Century Architecture (3)
A study of modern architecture from 1885 to the present concentrating on the American contributions of Sullivan and Wright, the European modernists, Gropius, Mies van der Rohe, Le Corbusier, and post-World War II developments.

**Prerequisite:** ARTH 102 or ARTH 245 or permission of the instructor.

### Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings.

**Prerequisites:** Open only to students enrolled in the Honors Program. Junior standing, plus permission of the tutor, tutorial committee, and the department chair.

### Internship (3)
Designed to provide the advanced student with the opportunity to receive both academic and practical training outside the context of a regularly scheduled class. Students will pursue an experiential course of study with a sponsoring arts organization, such as the Gibbes Museum of Art. Open by application to junior and senior visual arts students with a GPA of 3.0 or better who have successfully completed both ARTH 101 or 102 and ARTH 240 (Gallery Fundamentals).

### Senior Paper in Art History (3)
A topical research paper will be written under the direction of a member of the art history faculty during the students' senior year. Successful completion of the paper is a requirement for completion of the major in art history.

**Prerequisite:** Senior standing or permission of the instructor.
STUDIO ART

Degree Requirements

1. The major requirements total 36 hours, 18 of which are specified core courses.

2. The following three courses are required:
   - ARTH 101 History of Art from Prehistoric to Renaissance
   - ARTH 102 History of Art from Renaissance through Modern
   - ARTS 118 Fundamentals of Studio Art: Images and Issues

3. Three hours chosen from:
   - ARTH 345 History of Greek and Roman Art
   - ARTH 350 History of Early Christian and Byzantine Art
   - ARTH 355 History of Early Medieval and Romanesque Art
   - ARTH 360 History of Gothic Art
   - ARTH 365 History of Northern Renaissance Painting
   - ARTH 370 History of Italian Early Renaissance Art
   - ARTH 375 History of Italian High and Late Renaissance Art
   - ARTH 380 History of Baroque Art
   - ARTH 385 History of European Painting, 1700-1850
   - ARTH 390 History of Modern European Art
   - ARTH 395 History of Modern Architecture

4. Six hours chosen from:
   - ARTS 119 Drawing I
   - ARTS 216 Painting I
   - ARTS 218 Printmaking I
   - ARTS 220 Sculpture I

5. Eighteen additional hours of electives, chosen with the approval of the student’s departmental advisor, with 15 of those hours at or above the 300 level.

Studio Art Courses

118 Fundamentals of Studio Art: Images and Issues (3)
A studio-oriented course for beginning and advanced students that explores the fundamental concepts and content in today's art. Through extensive individual drawing, reading, and discussion, the roots and meanings of our art are confronted in terms of the relationship between images and the techniques that generate these images, and social, economic, political, and aesthetic attitudes. Techniques and methods are considered for their basic qualities and differences in painting, graphics, sculpture, and drawing.

Prerequisite: ARTS 119, Drawing I, but it can be taken concurrently with this course.

119 Drawing I (3)
Through the development of visual perception, students will explore a variety of objects and environments, using the fundamental elements of drawing—line, shape, form, value, texture, space, and composition—to create images and express individual ideas with a variety of graphic media and approaches. ARTS 118, Fundamentals of Studio Art: Images and Issues, can be taken concurrently with this course.

216 Painting I (3)
Further study of drawing and painting techniques, with special emphasis on color and composition.

Prerequisite: ARTS 119.

218 Printmaking I (3)
Introduction to fundamental techniques of graphic art processes, including monotype, basic relief, and intaglio printing techniques. Emphasis will be on the development of a personal imagery, as well as technical understanding of process.

Prerequisite: ARTS 119 or permission of the instructor.

220 Sculpture I (3)
Introduction to fundamental processes and materials of sculpture, including wood, metal, and plaster. Emphasis placed on exploration of materials as potentially expressive of ideas in three-dimensional form.

Prerequisite: ARTS 119 or permission of the instructor.

229 Drawing II (3)
Continuation of ARTS 119 with emphasis on the use of the human figure in space as a compositional element.

Prerequisite: ARTS 119.

322 Painting II (3)
Continuation of ARTS 216, with greater emphasis on the expression and
technique of the individual student. Large-scale paintings, additional study in the use of various painting media.

Prerequisite: ARTS 216.

323 Printmaking II (3)
Exploration of the etching process through the use of drypoint, hard and soft ground, and aquatint techniques; emphasis placed on development of personal imagery and aesthetic goals.

Prerequisite: ARTS 218 or permission of the instructor.

324 Sculpture II (3)
A further opportunity to increase abilities in the creative processes of sculpture. A wider range of choices will be left to the individual within a still-structured environment of criticism and instruction.

Prerequisite: ARTS 220 or permission of the instructor.

326 Drawing III (3)
Continuation of ARTS 229.

Prerequisite: ARTS 229 or permission of the instructor.

328 Painting III (3)
Further development of the language skills needed to express clear visual thought. Emphasis on color and drawing and on overall composition in relation to the painter's intention and achievement.

Prerequisite: ARTS 322.

329 Lithography (3)
Further development of ideas into visual statements using the medium of lithography.

Prerequisite: ARTS 218 or permission of the instructor.

330 Sculpture III (3)
Intermediate study of sculpture, investigating issues of material, process, and content.

Prerequisite: ARTS 324 or permission of the instructor.

331 Painting IV (3)
Continuation of ARTS 328, which is a prerequisite.

332 Advanced Printmaking (3)
An advanced course designed for students who have had previous technical experience with the various printmaking media. The goal of this course is to enable students to investigate personal concerns and objectives through an ambitious and concentrated body of work.

Prerequisite: ARTS 323 and/or ARTS 329 or permission of the instructor.

333 Sculpture IV (3)
Advanced studies in sculptural issues, materials, and processes.

Prerequisite: ARTS 330 or permission of instructor.

335 Selected Topics in Advanced Studio Practice (3)
Intensive studies in specialized aspects of studio practice. Topics will vary according to faculty and student interests. Topics to be offered will include: Advanced Color Theory; the Extension and Application of Drawing; Jumbo Prints; Advanced Figure Studies in Drawing and Printmaking; Sculpture Foundry/Casting Techniques; etc.

Prerequisite: Will vary according to topic.

430 Independent Study in Studio Art (3 repeatable)
Students who have taken an appropriate sequence of preparatory courses in studio art determine a project in consultation with a department member qualified to guide and judge the work.

Prerequisite: Students must be juniors or seniors and show demonstrated ability to carry out proposed project. An application for Independent Study must be submitted to the project advisor prior to the beginning of the term and must be approved by the department chair.
ARTS MINORS

Minor in Fine Arts

The minor consists of 18 hours in art, music, and theatre. There are two options available:

1. Any two history and/or theory courses from a particular major (art, music, theatre) with four other arts courses of the student's choice;
2. An interdisciplinary selection of two introductory level courses and four other arts courses of the student's choice. Students interested in declaring an art, music, and theatre minor should speak with the department chair, who will, upon completion of a student's requirements, forward the information to the registrar for entry on the permanent record of the student.

Minor in Arts Management and Administration

The minor consists of a minimum of 18 semester hours of required courses.

All students must complete six semester hours of core requirements: ARTM 200 - Introduction to Arts Management and ARTM 310 - Advanced Arts Management.

Students who major in the School of the Arts must also complete 12 semester hours: BADM 105 - Introduction to Business, ACCT 200 - Accounting for Non-Business Majors, BADM 302 - Marketing Concepts, and either ECON 101 - Introduction to Economics or ECON 202 - Principles of Economics.

Students who major in the School of Business and Economics must also complete 12 semester hours: THTR 176 - Introduction to Theatre, MUSC 131 - Music Appreciation, ARTH 118 - Studio Art: Issues and Images, and either ARTH 101 - History of Art to Renaissance Times or ARTH 102 - History of Art to Modern Times or ARTH 103 - History of Far Eastern Art.

Students who major in all other College programs must complete all the courses required of students in both the Business and Arts Schools.

Arts Management and Administration Courses

200 Introduction to Arts Management (3)
An overview course concerning arts organizations, their internal culture and external influences, community cultural planning and government relations, internal structures and volunteerism, fund raising, grants writing, marketing the arts, trends, etc.

240 Gallery Fundamentals (3)
A basic course to survey the purposes, procedures, and functions of art museums and galleries and provide an introduction to such basic tasks as exhibition design and installation and care and the handling, identification, and research of art objects. Students will participate directly in mounting and maintaining exhibitions in the Halsey Gallery. 
Prerequisite: ARTH 102 or ARTS 118 or permission of the instructor.

310 Advanced Arts Management (3)
This course covers the principles, concepts, theories, and practices of the following topics as they relate to arts oriented organizations: audience evaluation and development, design licensing, unions, accession policies, subscription programs, production and programming, and box office operations cash controls.
Prerequisite: ARTM 200 or permission of the instructor.

340 Arts Financial Management (3)
A study of the financial aspects of non-profit arts organizations to include budgeting, earned and unearned income, fund management, grants writing, fund raising, cash management, proposal writing, cost-benefit analysis, feasibility studies, and financial decisions.
Prerequisites: ARTM 200 and ACCT 200 (may substitute ACCT 203) or permission of the instructor.

360 Special Topics in Arts Management (3)
A study of special types of arts organizations and/or special situations encountered in the arts industry. Possible topics are cinema production, arts festivals, cultural planning, international arts management, etc.
Prerequisite: ARTM 200 or permission of the instructor.

380 Independent Study (1-3)
A study, reading, or research project concerning subject matter not available in other college courses.
Prerequisites: ARTM 200, ARTM 310, junior standing, and written agreement with the instructor and the director of arts management.

400 Internship in Arts Management (3)
Provides students an experiential learning and research opportunity with a sponsoring arts-oriented organization.
Prerequisites: ARTM 310 and either ARTM 340 or 420; junior and above with permission of the director of arts management.

420 Policy in the Arts (3)
A study of policy formulation in the arts industry to include issues in cultural planning, ethics, boards of directors/advisors/trustees composition and operations, international arts, developmental strategies, etc.
Prerequisites: ARTM 310, ARTM 340, BADM 302, BADM 205 or 306, ECON 101 or ECON 201 and 202, and junior standing.
Declaring a Music Major
Forms for declaring a major in music are available from the secretary in room 314, Simons Center for the Arts. In addition to the standard college-wide form for declaring a major in a specific department, music majors need to be accepted through an audition (if majoring in an applied music area) or a conference with a faculty member (music theory & composition or music history).

Major in Music
1. MUSC Theory/History Core (22 hours)
   MUSC 246, 247 Music Theory I, II (6)
   MUSC246L, 247L, 381L, 382L Music Theory labs (4)
   MUSC 381, 382 Music History I, II (6)
   MUSC 481, 482 Music Theory III, IV (6)

2. Applied Music (eight hours): at least four semesters in one area
   MUSC 261 and/or 461 (study of an instrument or voice)
   NOTE: All music majors must pass a piano proficiency exam or take at least two semesters of piano or class piano.

3. Ensembles (three hours): at least three semesters in one of the departmental ensembles.

4. Concentrated work in one of the following areas (nine hours)
   a) Applied Music: nine additional hours, with at least six hours at the 400 level (any combination of MUSC 461 and 475).
   b) Theory/Composition (nine hours)
      Seminar in Composition—MUSC 351, 352 (6)
      Independent Study in Composition—MUSC 460 (3)
   c) History/Literature (nine hours)
      Selected Topics in Music History—MUSC 444 (3)
      Independent Study in Music History—MUSC 445 (3)
      History of Art from Renaissance through Modern times—ARTII 102 (3)
      (Normally as preparation for graduate work in music history or musicology, the student is urged to seek additional language training especially German, plus French or Italian if possible.)

Total Hours: 42
(core - 22, applied - eight, ensembles - three, concentration - nine)

Minor In Music

Degree Requirements of Minor in Music
1. MUSC 131 Music Appreciation OR
   MUSC 230 Masterworks of Music (3)
   MUSC 246 Music Theory—offered every fall semester, lab not required (3)
   MUSC 382 Music History—offered every spring semester, lab not required (3)

2. nine elective hours in other music courses excluding music ensembles (nine)
   NOTE: For most students, MUSC 146 is recommended as a background for MUSC 246 and may count as an elective toward the total.

Total Hours: 18

Music Courses

131 Music Appreciation: The Art of Listening (3)
Introduction to the fundamentals of music necessary for intelligent listening. Musical terminology and historical data are presented as needed, but central to the course is the development of more perceptive listening habits through guided listening to a variety of works.

146 Fundamentals of Music (3)
A study of the basics of music notation and its realization. Includes a study of scales, key signatures, intervals, rhythmic notation, and chord construction. Sight-singing of simple melodies and ear training will be a major part of the course.

147 Fundamentals of Music II (3)
A continuation of MUSC 146. Harmonization of simple melodies, a study of non-harmonic tones, cadences, introduction to figured bass and harmonic analysis. Sight-singing and ear training will be a major part of the course.

Prerequisite: MUSC 146.
150  Physics of Sound and Music (3)
An investigation of mechanical and electronic generation of sound; propagation of sound; perception of sound and music; the acoustics of vocal and instrumental music; musical elements such as pitch, loudness, and timbre; and musical constructs such as scales, temperament, and harmony. This course is team-taught by physics and music faculty.
Prerequisite: A working knowledge of high school algebra is assumed.

230  Masterworks of Music Literature (3)
A study of representative compositions by master composers from 1700 to the present. No technical knowledge of music is required, but some familiarity with classical music is helpful.
Prerequisite: MUSC 131 or permission of the instructor.

246  Music Theory I (3)
A study of diatonic harmony utilizing traditional four-part exercises. Harmonic and Schenkerian analysis of works of Bach and Mozart. MUSC 246L should be taken concurrently by majors.
Prerequisite: A passing grade on a placement examination.

246L Music Theory Lab I (1)
The study of musical scales, intervals, and key signatures utilizing sight singing, ear training, and keyboard exercises. Laboratory three hours per week. Should usually be taken with MUSC 246.

247  Music Theory II (3)
A continuation of MUSC 246. Further study of harmonic practice through chromatic and linear harmony, with emphasis on late 18th and 19th century "common practice period." Extensive analysis of both large- and small-scale forms of works of Mozart, Haydn, Beethoven, Chopin, and Wagner. Includes several smaller projects and one larger formal analysis presented as a paper.
Prerequisites: MUSC 246 and 246L or permission of the instructor.

247L Music Theory Lab II (1)
Continuation of MUSC 246L with more ear training and sight singing, and beginning of four-part harmonic dictation. Laboratory three hours per week.
Prerequisite: MUSC 246L or permission of instructor. Should usually be taken with MUSC 247.

337  Opera Literature (3)
A study of selected operas by composers of the 18th to 20th centuries.
Prerequisite: MUSC 131, or 230, or permission of the instructor.

347  History of Jazz (3)
A study of the historical, cultural, and musical significance of jazz and the major trends and styles of jazz, with attention to the most important performers in this idiom.

348  Music in America (3)
A survey of music in American culture from Colonial times to the present, with particular attention to the social setting for American music and the influence of European and African cultures on American music. The course will involve listening to and discussing representative compositions by American composers. In the first part of the course, particular attention will be paid to Charleston as a musical center before 1860.
Prerequisite: MUSC 131 or any course in American history or literature would be helpful.

351  Seminar in Music Composition I (3)
Composition with adherence to strict forms and creative writing in various forms and media.
Prerequisite: MUSC 247.

352  Seminar in Music Composition II (3)
Continuation of creative work begun in Music Composition I, with analysis emphasis on larger 20th century works. The student's final project will be presented in a public performance of the composition.
Prerequisite: MUSC 351.

381  Music History I (3)
A study of music in Western European society between 400 A.D. and 1700 A.D. Medieval, Renaissance, and early Baroque styles of music, as seen in representative compositions and composers. Extensive listening to selected compositions and analysis of them, with attention to performance practice and the place of music in the society of the period.
Prerequisite: MUSC 247 or the permission of the instructor.

381L Music Theory Lab III (1)
Consists of keyboard harmony exercises, a review at the keyboard of material presented in Theory I, as well as sight-singing and dictation. Laboratory three hours per week.
Prerequisite: MUSC 247L. Should normally be taken by majors concurrently with MUSC 381.

382  Music History II (3)
A study of music in Western European society in the 18th and 19th centuries. Music of the late Baroque masters, Classical period, and Romantic period. Extensive listening to selected compositions and analysis of them, with attention to performance practice and the place of music in the society of the period.
Prerequisite: MUSC 381 or the permission of the instructor; for minors in music, MUSC 246 is the prerequisite.

382L Music Theory Lab IV (1)
Advanced projects in analysis, keyboard skills, diction, and/or ear training. A review of skills from previous theory and theory lab courses,
381 Music Theory I (3)
Counterpoint as a musical structure. Exercises in writing 16th-century style counterpoint in two, three, and four voices. Analysis of representative works by Palestrina, Victoria, Byrd, etc. Eighteenth-century counterpoint and its basis in major/minor harmony, with analysis of selected inventions and fugues by J.S. Bach. Writing of a short four-voice fugue.
Prerequisite: MUSC 382.

382 Music Theory IV (3)
A study of representative examples of music from the principal 20th-century composers, and an introduction to methods of analysis of these compositions. Music by Debussy, Stravinsky, Bartok, Schoenberg, Webern, and Berg, plus more recent compositions. The theoretical basis of 12-tone (serial) music. Analytic skills for other types of 20th-century music.
Prerequisites: MUSC 481.

499 Bachelor’s Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. Students must take the initiative in seeking a tutor to help in both the design and supervision of their project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

Practice and Performance of Music
121 Class Piano I (1)
Class instruction for beginning piano students with an emphasis on note reading and use of functional (chordal) harmony. Limited enrollment by audition.

122 Class Piano II (1)
Continuation of MUSC 121.
Prerequisite: MUSC 121 or permission of the instructor.

123 Class Voice (1)
The study of the voice for those with little or no previous vocal or musical training. Instruction dealing with interpretation, and vocal technique in English and foreign languages.

161 Concert Choir (1, repeatable up to 8 credits)
The study and performance of choral music, both sacred and secular, from the Renaissance to the 20th century. Laboratory, three hours per week.
Prerequisite: Permission of the instructor.

261 Applied Music (1 or 2, repeatable up to 8 credits)
Individual or class lessons in voice or instrumental music for freshmen and sophomores. Private lessons, half-hour per week plus a weekly seminar. The fee for this course is $150 per credit in addition to regular tuition charges.
Prerequisite: An audition is held at the beginning of each term.
Individual areas of instruction in MUSC 261 and 461:
A. Harp
B. Bassoon
C. Clarinet
D. Double Bass
E. Percussion
F. Flute
G. Classical Guitar
H. French Horn
I. Violin
K. Viola
L. Cello
N. Pipe Organ
O. Oboe
P. Piano
Q. Recorder
R. Recorder
T. Trumpet
U. Trombone
V. Voice
299 Repertory Class (1, repeatable up to 8 credits)
A master class format in which student and faculty perform, critique, and discuss various aspects of musical performance such as technique, interpretation, and performance practice.
Separate section for:
- GR. Classical Guitar
- SR. String
- PR. Piano
- VR. Voice
- WR. Woodwind
- BR. Brass

363 Ensemble (1, repeatable up to 6 credits)
The study and performance of chamber ensemble literature written for various combinations of voices and/or instruments. Laboratory, three hours per week.
Prerequisite: Permission of the instructor.
NOTE: No more than eight credits from any combination of Ensembles or Concert Choir may be applied toward graduation requirements.
Areas of instruction in MUSC 363 are:
- B. Band
- C. Chamber Music
- E. Early Music
- G. Guitar Ensemble
- J. Jazz Ensemble
- O. Orchestra
- M. Madrigal Singers
- V. Gospel Choir

370 Conducting (2, 2)
371
The study of fundamental principles of conducting, both choral and instrumental, including basic beat patterns, hand and baton technique, interpretation, score reading, and rehearsal techniques. Lectures, two hours per week.
Prerequisite: MUSC 246; MUSC 370 is prerequisite for MUSC 371.

461 Applied Music (2, repeatable up to 8 credits)
Individual lessons, one hour per week for juniors and seniors, plus a weekly seminar. The fee for this course is $300 per term in addition to regular tuition charges.
Prerequisite: A junior-standing jury (normally taken at the end of the fourth term in MUSC 261).
At the recommendation of the music faculty, students may repeat MUSC 261 up to a limit of eight credits in lieu of MUSC 461.

475 Senior Independent Study in Music Performance (3 or 6)
Students who have taken an appropriate sequence of preparatory courses in one area or problem of music performance determine a project in consultation with a department member qualified to guide and judge the work.
Prerequisite: Students must be juniors or seniors, with overall GPAs of at least 2.75 and music GPAs of at least 3.3, and must have permission of the department. For the student planning a recital, a preliminary jury must be passed. This jury can be arranged any time during the semester prior to the recital.
THEATRE
803-953-6306

Chair
Allen W. Lyndrup

Distinguished Professor
Arthur W. McDonald

Professors
Franklin Ashley
Allen Lyndrup

Associate Professor
John Olbrich

Assistant Professors
Jeffrey A. Frkonja
Robert Ivey
Mary Jollensten
Evan Parry

Major in Theatre
Bachelor of Arts in Theatre
1. Core Curriculum (21 hours)
   - THTR 176 Introduction to Theatre (3)
   - THTR 209 Stagecraft I (3)
   - THTR 210 History of the Theatre (3)
   - THTR 240 Introduction to Costuming (3)
   - THTR 277 Acting I (3)
   - THTR 382 Stage Lighting (3)
   - THTR 394 Literature of the Theatre (3)

2. Each major will work with an advisor from the theatre faculty in selecting 21 additional hours to form a concentration within the theatre major. Possible concentrations: Performance (acting/directing); Dramaturgy (theatre history/dramatic literature); and Scenography (scenic lighting/costume design) as follows:
   a. Performance
      - THTR 180 Theatre Makeup (3)
      - THTR 360 Voice for the Actor (3)
      - THTR 375 Movement for the Actor (3)
      - THTR 376 Acting II (3)
      - THTR 377 Acting III (3)
      - THTR 378 Directing (3)
      - THTR 3xx-4xx Elective (3)

   b. Scenography I
      - ARTH 102 Introduction to Art: Renaissance to Modern (3)
      - THTR 180 Theatre Makeup (3)
      - THTR 207 Graphics for the Theatre (3)

   c. Scenography II
      - ARTH 102 Introduction to Art: Renaissance to Modern (3)
      - THTR 207 Graphics for the Theatre (3)
      - THTR 220 Practicum (1, 1, 1)
      - THTR 280 Scene Painting (3)
      - THTR 381 Stagecraft II (3)
      - THTR 383 Scenic Design (3)
      - THTR 3xx-4xx Elective (3)

   d. Dramaturgy
      - THTR 214 Modern American and European Drama (3)
      - THTR 220 Practicum (1, 1, 1)
      - THTR 387 Contemporary Theatre (3)
      - THTR 388 Dramatic Theory and Criticism (3)
      - THTR 3xx-4xx Elective (3)

3. The major must include at least 15 hours at the 300 level or above.

Minor in Theatre (18 hours):
1. THTR 176 Introduction to Theatre
   THTR 210 History of Theatre
2. Six additional hours selected from the theatre core curriculum
3. Six hours of electives

Minor in Dance (18 hours):
1. Basic Technique Courses (six hours)
   - THTR/PEHD 135 Elementary Jazz Dance (2)
   - THTR/PEHD 137 Elementary Modern Dance (2)
   - THTR/PEHD 185 Elementary Ballet (2)
2. At least one intermediate technique course (two hours)
   - THTR/PEHD 138 Intermediate Modern Dance (2)
   - THTR/PEHD 186 Intermediate Ballet (2)
3. History/theory courses (six hours)
   - THTR 331 History of Dance (3)
   - THTR 332 Dance Choreography (3)
4. A combination of the following (4 hours total)
   - THTR 220 Practicum (1)
   - THTR 338 Dance Ensemble (2)

NOTE: No more than eight semester hours of PEHD or THTR/PEHD dance/activity courses may be applied toward the degree.

Theatre Courses
135 Elementary Jazz Dance (2)
An introduction to the linear, percussive style of jazz dance, the uniquely
American combination of multi-cultural dance styles to the world of dance. An activity course in which the basics of jazz dance will be learned.

137  **Elementary Modern Dance (2)**
Introduction to the technique of modern dance. Emphasis on basic movement forms of modern dance and elementary improvisational techniques.

138  **Intermediate Modern Dance (2)**
Instruction at the intermediate level in the technique of modern dance. Emphasis upon building the basic movement forms as taught in Elementary Modern Dance into patterns, repetitions, and variations used in the structuring of dance pieces. Review of the choreography work of the founders of modern dance.  
**Prerequisite:** THTR/PEHD 137 or permission of instructor.

176  **Introduction to Theatre (3)**
Introduction to the history, literature, principles, and techniques of the theatre.

180  **Theatre Makeup (3)**
Instruction in the principles of the art and techniques of makeup so that the actor may use them creatively in the design and execution of makeup which will assist in the development and projection of the character.

185  **Elementary Ballet (2)**
Introduction to technique and terminology of classical ballet. Emphasis on practical application, including barre and center floor work.

186  **Intermediate Ballet (2)**
Instruction at the intermediate level in the technique of classical ballet. Intermediate barre, center floor work, and combinations.  
**Prerequisite:** THTR/PEHD 185 or permission of the instructor.

207  **Graphics for the Theatre (3)**
A studio course in the graphic techniques used by the theatrical designer. Topics covered include freehand drawing, painting, mechanical drafting, and perspective techniques. Students will use traditional media and computer graphics software on Macintosh computers.

209  **Stagecraft I (3)**
An introduction to basic principles and practices of stagecraft. The course will emphasize scenic construction, fly systems, backstage organization, and drafting techniques. Lecture and laboratory.  
**Prerequisite:** THTR 176 or permission of the instructor.

210  **History of the Theatre (3)**
A study of the development of the theatre, including a survey of actors, actresses, theatre architecture, and production arrangements.

212  **History of the American Theatre (3)**
The American theatre from the colonial period to the present. The course will survey those theatrical elements that are uniquely American and will include a discussion of the historical and intellectual context of the theatre experience in the United States.

214  **Modern American and European Drama (3)**
Plays will be studied with an emphasis on the production requirements of the texts. The plays will be read in the context of the original production as well as significant revival stagings of them. There will be an introduction to the primary study of post-1880 drama and theatrical performance.

220  **Theatre Practicum (1)**
Supervised participation in theatre production. No formal class meetings. May be repeated for credit up to six credits, but no more than three credits may be applied toward graduation. Registration held at time of semester auditions.  
**Prerequisite:** Permission of the instructor.

221  **Creative Dramatics (3)**
An introduction to the educational philosophy and basic techniques of creative dramatics and its applications for theatre rehearsal and production, as well as actor training. Emphasis upon creative dramatics as a tool for instruction of groups of all ages in theatre, recreational and classroom situations.

240  **Costume: Introductory Studies (3)**
Practical and theoretical projects will emphasize special problems related to the design, history, and construction of garments for the stage. Projects will include basic construction techniques, research into historical styles, and a synthesis of these into design projects. Lecture and laboratory.  
**Prerequisite:** THTR 176.

277  **Acting I: A Basic Approach (3)**
An introduction to the art and craft of acting. The course encourages self-exploration of the voice, body, and imagination to develop expressiveness and the ability to play simple performance actions.  
**Prerequisite:** THTR 176.

280  **Scene Painting (3)**
A studio class in painting techniques for theatre. The student will investigate the techniques and methods the scenic artist uses in creating the illusions of traditional scenography.  
**Prerequisite:** THTR 209.
289 Seminar: Selected Topics in Theatre (3)
Basic investigation of specific problems or topics in theatre, as announced when offered. May be repeated for credit with different course topics.

316 African American Theatre (3)
The study of the role, scope, and significance of black American drama in modern society through the reading of representative plays and examination of individuals and organizations that have fostered the development and growth in the field.

321 Children's Theatre (3)
This course has two primary components. The first is a survey of children's theatre, including its history and philosophy as well as the literature of the genre. The second is a practical study of how the younger audience affects the production aspects of playwriting, acting, directing, and design of the children's play.

331 History of Dance (3)
A comprehensive historical study of the development of the dance from primitive times to the present. Review of significant dancers, choreographers, works, and companies. Overview of accompanying developments in music/opera, theatre, and fine arts in each period. Includes movement practicum.

332 Dance Choreography (3)
Instruction in the principles of dance choreography. Emphasis upon the creative processes involved in choreographing for dance through practical studio work. Review of standard choreographic works.
Prerequisite: THTR/PEHD 186 or 138 or permission of instructor.

338 Dance Ensemble (2)
Practical studio work in the choreography and rehearsal of dance pieces in preparation for performance. Repeatable to six credits.
Prerequisites: THTR/PEHD 137-138 or THTR/PEHD 185-186 or permission of instructor.

340 Costume Design (3)
An advanced course emphasizing the design and execution of both theoretical and practical costume projects. Included will be a survey of a history of period costumes and manners with a focus on the elements of design.
Prerequisites: THTR 240.

350 Selected Topics in Communication Production (3)
Special studies in film, radio, and television production with topics to be announced when offered. May be repeated for credit with different topics.

360 Voice for the Actor (3)
A study and practice of vocal techniques to develop alignment, breathing, resonance, and articulation appropriate to stage performance.
Prerequisite: THTR 277.

370 Stage Management (3)
An introduction to the basic practice of stage management. The course will emphasize organizational and supervisory skills needed in the production of a play. Course requirements will include work on a prompt script as well as other practical projects.
Prerequisites: THTR 176, 209, 277, 240 or permission of instructor.

375 Movement for the Actor (3)
A study of movement techniques focusing on physical exercises that explore basic concepts of space, time, energy and characterization. Actors will develop a personal awareness via centered and off-centered explorations of body commitment to physical action.
Prerequisite: THTR 277.

376 Acting II: Characterization (3)
An intermediate course in the study of acting with particular emphasis on approaches to characterization. Work will include vocal and physical exercises, improvisations, and scene study presentations.
Prerequisite: THTR 277.

377 Acting III: Style (3)
Research and performance of scenes from period plays, using skills developed in the preceding courses. The work will draw from a wide variety of period plays in order to develop an understanding and awareness of acting in different theatrical styles.
Prerequisite: THTR 376.

378 Principles of Directing for the Theatre (3)
Basic concepts of the directing process, including script analysis, staging practices, director/designer communications, and rehearsal techniques. The semester will culminate in a program of student-directed scenes.
Prerequisite: THTR 209, 210, 240, and 277.

380 Seminar in Electronic Music and Sound (3)
Instruction in basic sound manipulation using a variety of electronic equipment. The student will gain practical experience in editing, mixing, and recording.
Prerequisite: MUSC 352, THTR 209, or permission of the instructor.

381 Stagecraft II (3)
An examination of advanced stage mechanics, scenic construction, and drafting techniques. Lectures and laboratories.
Prerequisite: THTR 209.
382 Stage Lighting (3)
An intensive study of the technical and design elements of stage lighting. The class surveys equipment and techniques with practical exercises oriented around the theatrical productions scheduled that semester. Lecture and laboratory.
Prerequisite: THTR 209.

383 Scenic Design (3)
An exploration of the principles of scenic design with emphasis given to drawing, painting, drafting, and model making. Lecture and laboratory.
Prerequisite: THTR 209.

387 The Contemporary Theatre (3)
An in-depth study of the major movements of the modern European and American theatre, including naturalism, absurdism, the epic theatre, and symbolism. The course will focus on the works of Chekov, Ibsen, Strindberg, Brecht, Pirandello, Beckett, Sartre, Shaw, O’Casey, O’Neill, Miller, and contemporary dramatists.

388 Dramatic Theory and Criticism (3)
A study of theories of drama ranging from classical Greece to the modern theatre. The course will examine meanings of the elements of drama (plot, character, thought, diction, music, and spectacle). Writers to be studied will include: Aristotle, Horace, Castelvetro, Sidney, Boileau, Dryden, Goldoni, Diderot, Nietzsche, Eliot, and Artaud.

389 Playwriting (3)
A study of playwriting, including analysis and critique of scripts. Each student will complete a series of exercises and write a one-act play.
Prerequisite: THTR 176 and/or permission of the instructor.

394 Literature of the Theatre (3)
A survey of world drama from the Greeks to the 20th century.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing plus permission of the tutor and the department chair.

440 Costume Design Research (3)
An examination of costume design with an emphasis on research, design preparation, articulation of concept, scenographic analysis, and advanced rendering techniques.
Prerequisite: THTR 340.

450 Internship in Theatre (3)
Designed to provide the advanced student with the opportunity to pursue a research topic in the context of an experiential learning situation. Open to juniors and seniors only.

489 Seminar: Selected Topics in Theatre II (3)
Concentrated investigation of specific problems in theatre, as announced when offered. May be repeated for credit with different research topics.
Prerequisite: Permission of the instructor.

490 Independent Study in Theatre (3)
The student who has taken an appropriate sequence of preparatory courses in one area or problem of theatre determines a project in consultation with a department member qualified to guide and judge the work.
Prerequisite: Open to juniors and seniors with overall GPAs of at least 2.75 and theatre GPAs of at least 3.3, with the permission of the department.

499 Bachelor’s Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
Degrees offered (majors)
Bachelor of Science
  Accounting
  Business Administration
    Intermodal Transportation
    Hospitality and Tourism Management
  Economics

Minors
  Arts Management and Administration
  Business
  Economics
  Intermodal Transportation
  Languages and International Business
  Pre-Actuarial Studies
The business and accounting programs offered by the School of Business and Economics are accredited by the American Assembly of Collegiate Schools of Business (AACSB).

The goals and objectives of the School of Business and Economics are:

1. To attract, develop, retain, honor, and graduate high-quality students while providing a greater range of educational and placement opportunities;
2. To maintain undergraduate accreditation and move toward meeting graduate accreditation standards of the American Assembly of Collegiate Schools of Business;
3. To attract, maintain, and retain a quality faculty that is responsive to the needs of our students, the College, the environment, and professional standards including those of the AACSB; and
4. To enhance the relationship between the School and the business community thereby providing opportunities for faculty research and service.

The School of Business and Economics offers majors in accounting, business administration, and economics, and minors in business administration, intermodal transportation, economics, language and international business, and arts management and administration. All students who declare their major or minor will be assigned a faculty advisor who will help the student in planning an academic course of study.

NOTE: ACCT 203, 204, BADM 205, 232, ECON 201, 202, and MATH 105, 231 are prerequisites for many upper-level (300 and above) business courses. Junior standing (60 semester hours credit) is required for all upper-level accounting, business and economics courses. Upper-level courses will not transfer from two-year colleges or non-AACSB accredited four-year colleges.

NOTE: All 300- and 400-level business, accounting and economics courses assume the student is computer literate. This means the student understands the basics of DOS, spreadsheets, and word processing.
Accounting is the language of business. The mission of the undergraduate program is to provide a quality education in all functional areas of accounting. In this endeavor, the curriculum has three broad objectives.

1. To prepare the student for entry into the public accounting profession, industry, government, and not-for-profit entities;
2. To provide the skills and knowledge essential to analyze and solve problems encountered in accounting and business;
3. To prepare the student for graduate study in the fields of accounting and business.

In addition to the college general requirements, this major requires:

1. Twelve Business Core Courses (36):
   - Principles of Macroeconomics (ECON 201)*
   - Principles of Microeconomics (ECON 202)*
   - Accounting Concepts I and II (ACCT 203, 204)
   - Legal Environment of Business (BADM 205)
   - Management Information Systems (BADM 300)
   - Management and Organizational Behavior (BADM 301)
   - Marketing Concepts (BADM 302)
   - Business Finance (BADM 303)
   - Business Statistics (BADM 232)
   - Production and Operations Management (BADM 304)
   - Business Policy (BADM 408).

2. Seven Accounting courses (21 hours):
   - Cost Accounting (ACCT 308)
   - Intermediate Accounting I (ACCT 316)
   - Intermediate Accounting II (ACCT 317)
   - Federal Taxation I (ACCT 341)
   - Accounting Information Systems (ACCT 407)
   - Auditing Theory (ACCT 409)
   - One other 300 or 400 level accounting course

3. Two other courses (6 hours):
   - American Government (POLS 101)
   - Public Speaking (COMM 104)

*NOTE: MATH 231; ECON 201 and 202 may not be applied toward the GPA in accounting.

Accounting Courses

200 Accounting Information for Non-Business Majors
The course is designed to provide a survey of financial and managerial accounting for the non-business major. The non-business major will be the user of accounting information and the course will illustrate how an understanding of this information is useful and essential for decision making purposes.

Prerequisites: Sophomore level (30 semester hours). ACCT 200 will not serve as a substitute for ACCT 203 or 204, Principles of Accounting. Credit hours for this course may not be applied toward either the major requirement in accounting, business, or economics, or toward the GPA in accounting, business, or economics.

203 Accounting Concepts I (3)
An introduction to accounting principles applicable to sole proprietorships and partnerships with emphasis on the accounting cycle and the preparation of financial statements.

204 Accounting Concepts II (3)
A continuation of ACCT 203. Accounting principles applicable to corporations with emphasis on accounting for manufacturing activities and the use of accounting information in management decision making.

Prerequisite: ACCT 203

*NOTE: junior standing is a prerequisite for all 300- and 400- level courses.

308 Cost Accounting (3)
Cost concepts and techniques used by manufacturing companies in accumulating cost data for product costing purposes with emphasis on job-order and process cost systems, standard cost systems, and the problem of cost allocation.

Prerequisites: Junior standing; ACCT 203 and 204.
309 Managerial Accounting (3)
Use of cost data in management planning, performance evaluation, and
decision making. The behavioral dimension of management accounting
and the use of quantitative techniques will also be covered.
Prerequisites: Junior standing; ACCT 203, 204, and 308

316 Intermediate Accounting I (3)
Accounting principles for income, investments, asset valuation, financial
statement presentation as related to current assets, current liabilities, and
non-current assets.
Prerequisites: Junior standing; ACCT 203 and 204.

317 Intermediate Accounting II (3)
Income measurement, valuation, statement presentation, and
termiology problems as related to liabilities and stockholders equity,
changes in capital, pensions, leases, income taxes, accounting changes
and error analysis, cash versus accrual, incomplete data problems, and
related contemporary financial accounting issues.
Prerequisites: Junior standing; ACCT 203 and 204.

341 Federal Taxation I (3)
A study of federal income taxation as applied to individuals and sole
proprietorships.
Prerequisites: Junior standing; ACCT 203 and 204.

342 Federal Taxation II (3)
A study of federal taxation as applied to partnerships, corporations,
trusts, and exploration of federal gift and estate taxes.
Prerequisites: Junior standing; ACCT 203, 204, and 341 or permission of
the instructor.

360 Special Topics in Business Administration/
Accounting (1-3)
An in-depth treatment of a current area of special concern within the
field of accounting.
Prerequisite: Junior standing, other prerequisites as required.

407 Accounting Information Systems (3)
This course covers the concepts and techniques of accounting
information systems which are required by individuals working in
accounting positions. The focus is on manual and EDP accounting
information systems design, development, implementation, use, and
auditing.
Co-requisite: Senior standing; ACCT 316 or permission of the instructor.

409 Auditing Theory (3)
Role of independent auditors, their legal responsibilities, professional
ethics, auditing standards, internal control, statistical sampling, basic
auditing techniques, and limited consideration of the role of the internal
auditor are examined.
Business Administration

BUSINESS ADMINISTRATION
803-953-1356

Department of Management and Marketing
Chair
Rhonda Walker Mack

Professors
Robert L. Anderson
Joseph J. Benich
Rhonda W. Mack
Howard E. Rudd, Jr.
Richard G. Shainwald
James F. Snyder

Associate Professors
Abdul Aziz
Mark F. Hartley
Lawrence L. McNitt

Assistant Professors
James F. Hawkes
James I. Gray

As a business major, you can earn an emphasis in finance, management, marketing, or intermodal transportation; or you may elect a course of general business study providing a broad background to complement your liberal arts degree.

Within the business administration major it is possible for students to focus their studies in one area; however, this is not a minor. Many students may choose, for example, to select several marketing courses as electives to prepare for a career in marketing. Other areas of focus are decision sciences, finance, law, management, and marketing. In addition, the school has several offerings in international business and economics which are strong complements to international programs in other disciplines. Recommended courses for each area are available from faculty advisors. A concentration in hospitality and tourism and a concentration in intermodal transportation are available for business majors.

Several business courses at the 100 level are provided for students who are considering a major in business administration and for non-majors. Introduction to Business (BADM 105) introduces the major topics of business administration. Personal Finance (BADM 120) gives students practical investment and budgeting guidance in handling personal finances. Personal and Consumer Law (BADM 106) examines the rights of citizens and consumers. In addition, Introduction to the Hospitality and Tourism Industry (BADM 210) provides an introduction to this industry for interested majors or for non-majors.

Major Requirements
The business administration major requires 51 hours consisting of 13 required core courses and 12 hours of electives to be selected by the student from 300 or 400-level business or economics courses and accounting courses.

The core courses give all business majors exposure to the principal areas of business and the relationships between these areas. The core courses are: Principles of Macroeconomics (ECON 201), Principles of Microeconomics (ECON 202), Accounting Concepts I and II (ACCT 203 and 204), Legal Environment of Business (BADM 205), Management Information Systems (BADM 300), Management and Organizational Behavior (BADM 301), Marketing Concepts (BADM 302), Business Finance (BADM 303), Applied Statistics (MATH/BADM 231, prerequisite MATH 105), Business Statistics (BADM 232), Production and Operations Management (BADM 304), and Business Policy (BADM 408).

The electives may be business, accounting, or economics courses with a maximum of two economics, independent study, special topic, or travel/study courses.

All core courses and business, accounting, and economics electives are used in calculating the major GPA.

Minor Requirements
The business administration minor requires the completion of 24 credit hours including: Six (6) credit hour core - ACCT 203 Accounting Concepts I, and ECON 201 Macroeconomics; at least 12 credit hours selected from upper level business, accounting, or economics courses (300 or 400 level); and six (6) credit hours may be selected from 200, 300, and 400-level business, accounting or economics courses.

NOTE: 100-level courses, special topics courses, and independent study courses will not count toward the required 24 hours for the minor in business administration. A maximum of three credit hours of business travel/study courses listed in the catalog may be used for the minor in business administration.

Concentration in Hospitality and Tourism
A Concentration in Hospitality and Tourism is available to business majors interested in this rapidly growing industry. The following six courses (18 hours) are to be taken: Introduction to the Hospitality and Tourism Industry (BADM 210), Tourism (BADM 360), Hotel Management (BADM 360), Hospitality and Tourism Systems Management (BADM 360), Marketing Research (BADM 320), and Human Resource Management (BADM 307). A professional development program and internship component are also required for students in this concentration. Please contact the chair of the Management and Marketing Department for further information.
Intermodal Transportation Concentration/Minor
The following six courses (18 hours) to be taken in sequence:
Intermodal Transportation (BADM 311), Intermodal Logistics (BADM 312), Economics of Transportation and Geography (ECON 303), International Business (BADM 322), Issues in Intermodalism (BADM 431), and Intermodal Systems Management (BADM 432).
Prerequisites: Junior standing, ECON 201 and 202. Intermodal students must complete intermodal transportation professional training courses and become members of the Student Port. Application must be made for the program. See the Intermodal Transportation Program Director or Associate Director.

Minor in Languages and International Business
To complete the minor program, accounting, business or economics majors must complete 18 semester hours credit in one of the modern languages, and six semester hours credit in business administration or economics as follows:

Languages Department:
FREN 313 or 314; FREN 325 or 328; FREN 331; and three other courses in French at the 300 or 400 level.
GRMN 313 or 314; GRMN 324, 325 or 328; GRMN 331; and three other courses in German at the 300 or 400 level.
SPAN 313 or 314; SPAN 324, 325 or 328; SPAN 316; and three other courses in Spanish at the 300 or 400 level.

School of Business and Economics:
BADM 322* or ECON 310*; One additional international course selected from BADM 311, 325, 326; ECON 303*; and BADM 322* or ECON 310* (if not taken above).
*Require ECON 201 and 202 as prerequisites.

Minor requirements for majors other than accounting, business, or economics are described in the Department of Languages section of this Catalog.

Minor in Arts Management and Administration
To complete the minor program, accounting or business majors must complete 18 semester hours credit as follows:
ARTM 200; ARTM 310; THTR 176; MUSC 151; ARTS 118; and ARTH 101 or 102 or 103.
Economics majors must also take BADM 105 (or 301), BADM 302 and ACCT 200 (or 203).

Minor requirements for majors other than accounting, business, or economics are described in the Department of Fine Arts section of this Catalog.

Business Administration Courses

105 Introduction to Business (3)
This course is for all students of the College who are interested in a survey of the activities that occur in a business institution. The various types and forms of business organizations will be presented and analyzed with special emphasis on the role of the business enterprise in society. Any business administration, economics, or accounting major who has completed or is concurrently enrolled in a 300 or 400 level business administration, economics, or accounting course may not receive credit for this course. Credit hours for this course may not be applied toward either the major requirements in business or GPA in business, economics, or accounting.

106 Personal and Consumer Law (3)
This course exposes students to their obligations and rights as both citizens and consumers. Topics to be covered include: the Constitution, the court system, the law covering students, employees, insured, homeowners. Credit hours for this course may not be applied toward either the major requirements in business or GPA in business, economics, or accounting. Students who have completed BADM 205 or 306 may not receive credit for this course.

120 Personal Finance (3)
An investment course analyzing the characteristics and relative importance of common and preferred stocks, mutual funds, municipal and corporate bonds, Treasury obligations, U. S. Government agency issues, and real estate. Special topics including portfolio management, insurance, and interest rates will also be covered. Credit hours for this course may not be applied toward either major requirements in business or GPA in business, economics, or accounting.

205 Legal Environment of Business (3)
This course is designed to emphasize the legal environment of business and the pluralistic nature of the economy of the United States. The principal federal and state regulations as well as common law relationships applicable to businesses are presented to provide the student with an understanding of the limitations and consequences of business decisions, as well as the social and ethical responsibilities implicit in decision making. Topics to be covered include: introduction to law and legal system; white collar crimes and torts; ethics and social responsibility; negligence and product liability; administrative law; law of agency, partnership, corporations, and securities; ownership of real and personal property; bailments; overview of real and personal property; and overview of antitrust.
Prerequisite: Sophomore standing.

210 Introduction to the Hospitality and Tourism Industry (3)
An introduction to the hospitality and tourism field including historical development, major components, current trends, economic implications,
functions, and internal/external influences. Problem solving strategies specific to the industry will be examined.

231 Applied Statistics (3) (Same as Mathematics 231)
Statistical methods with applications to regression, correlation, analysis of variance, and associated models.
Prerequisite: MATH 105.

232 Business Statistics II (3)
Advanced statistical analysis with applications in business and economics utilizing relevant computer software. Topics include business applications in descriptive and inferential statistics emphasizing selected topics such as simple and multiple regression, analysis of variance, time series analysis, and non-parametric techniques.
Prerequisites: MATH 105 and 231.

260 Special Topics in Business Administration (1-3)
An in-depth treatment of a current area of special concern within the field of business administration.

NOTE: Junior standing is a prerequisite for all BADM 300- and 400-level courses.

300 Management Information Systems (3)
Survey of transaction processing systems, management information systems, and decision support systems. Introduction of systems analysis concepts and methodologies for information system design and development. System development projects will be required.
Prerequisites: Junior standing; ACCT 203, 204; BADM 232; and MATH 105 and 231.

301 Management and Organizational Behavior (3)
This course approaches management as that process of reaching organizational goals by working with and through people and other resources. Organizations are treated as dynamic entities affected by individual and group behavior as well as structural and environmental factors. International as well as domestic situations are examined.
Prerequisites: Junior standing.

302 Marketing Concepts (3)
This course develops an appreciation for the complexities of establishing and implementing marketing strategies. Areas of study include consumer behavior, product/service mixes, branding and packaging, channels of distribution, pricing, advertising, and salesmanship.
Prerequisites: Junior standing.

303 Business Finance (3)
This course presents the fundamental concepts of corporate finance. Special attention will be given to the financial administrator's role in the area of working capital, capital budgeting, and financing decisions, including international investment and financial considerations.
Prerequisites: Junior standing; ACCT 203 and 204; ECON 201 and 202; MATH 105 and 231; BADM 232 suggested.

304 Production & Operations Management (3)
The planning and control of production and service operations with emphasis on Total Quality Management, demand forecasting, design of production systems, aggregate planning, and inventory management. Additional topics will include just-in-time production, cellular manufacturing, flexible manufacturing systems, robotics, computer-aided design and manufacturing, and quality circles. Students will use appropriate computer software to gain experience with several decision techniques.
Prerequisites: Junior standing; BADM 232, 301; and MATH 105, 231.

305 Corporate Communication Law (3)
This course examines the statutory and common law as it relates to those involved in corporate communication. Specific emphasis will be placed on disclosure of corporate information and corporate involvement with the media.
Prerequisite: Junior standing or permission of the instructor.

306 Law For Business Managers (3)
Designed to cover the legal issues encountered by business managers, this course includes a thorough examination of fair employment practices (Title VII); affirmative action; OSHA; Workmen's Compensation; unemployment compensation insurance; choice of legal form, i.e., sole proprietorship, partnership, or corporation; product liability; negligence; and legal aspects of hiring and firing of employees.
Prerequisites: Junior standing; BADM 205 or permission of the instructor.

307 Human Resource Management (3)
A review of personnel policy, manpower planning, staffing, training, and development, compensation administration, and union-management relations.
Prerequisite: Junior standing; BADM 301.

308 White Collar Crimes and Ethics (3)
This course examines the legal elements of white collar crimes and violations of other federal statutes relating to business. The crimes examined include: wire and mail fraud, income tax evasion, perjury, securities fraud, and violations of other federal statutes relating to business. The course also examines ethical situations those in business may encounter. A "unique" component of the course consists of visiting various federal prison camps where inmates address the students concerning the need for legal and ethical behavior in business, and what can be learned from each inmate's experience.
Prerequisite: Junior standing.
310 Seminar in Finance (3)
Case analysis in financial problems of the firm emphasizing: analysis of the demand for funds, external and internal sources of funds and their cost to the firm, problems of the multinational firm, and other techniques of financial management such as capital budgeting, cash budgeting, and optimal capital structure.
Prerequisites: Junior standing; ACCT 203, 204; BADM 303; Economics 201, 202; and MATH 105, 231.

311 Intermodal Transportation (3)
This is an in-depth treatment of trends and contemporary management problems peculiar to transportation modes including rail, highway, air, water, and pipeline. The course will also examine comparative evaluations of cost behavior and pricing among different transportation modes.
Prerequisites: Junior standing; ECON 201 and 202.

312 Intermodal Logistics (3)
An introduction to logistics management that is concerned with the coordination of physical flow through the firm from raw materials to the delivery of finished goods to the user or consumer. Special emphasis will be placed on the impact of intermodal transportation on logistics systems.
Prerequisites: Junior standing; ECON 201 and 202.

313 Management of Financial Institutions (3)
The theory and practice of bank management is developed. The fundamental principles underlying the management of bank assets are emphasized. Attention is devoted to the allocation of funds among various classes of investments and banking operating costs and to changing bank practices.
Prerequisites: Junior standing; ACCT 203, 204; BADM 303; ECON 201, 202; and MATH 105, 231.

315 Microcomputers in Finance (3)
This course provides students interested in the study of financial management the opportunity to apply the concepts of financial management to business problems. Microcomputers are used as a tool in solving problems in areas such as financial analysis, cash management, financial forecasting and planning, cash budgeting, and capital structure decisions. Software utilized will include standard spreadsheet and financial decision-making packages.
Prerequisites: Junior standing; ACCT 203, 204; BADM 303; ECON 201, 202; and MATH 105, 231.

319 The Creation of New Business Enterprises (3)
This course provides students with an understanding of the business planning techniques—economic analysis, financial analysis, market analysis, accounting practices, and human resource analysis—which are utilized in conceiving and launching a new business. A new venture simulation, which includes self-assessment exercises and a discussion of research concerning successful entrepreneurial characteristics, is completed by all students.
Prerequisite: Junior standing.

320 Marketing Research (3)
A course that establishes the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining and analyzing relevant marketing information will also be examined.
Prerequisites: Junior standing; ECON 201, 202; MATH 105 and 231; and BADM 232, 302.

322 International Business (3)
A study of the environment and operations of international business with emphasis on the nature and scope of international business, the framework of international trade transactions, the nation-state and international business, assessing national environments, and managing the multinational enterprise.
Prerequisites: Junior standing; ECON 201 and 202.
NOTE: Students interested in an international business track may want to take INST 100 and 200 as general electives. (See the interdisciplinary studies section of this Catalog for course descriptions.)

325 Comparative International Management (3)
This course examines the management systems in various organizations around the world. Traditional management functions and the behavioral dimensions of managing international organizations across various countries of the world are discussed. The socio-economic profile of the countries provides the background for critical analysis of the current management problems.
Prerequisites: Junior standing; BADM 301 or permission of the instructor.

326 International Marketing (3)
Marketing on an international scale with stress upon the viewpoint of the marketing manager who must recognize and cope with differences in legal, economic, spatial, and cultural elements in different nations. Emphasis placed on marketing techniques and methods of expanding participation in foreign markets.
Prerequisites: Junior standing; BADM 302, ECON 201 and 202, or permission of the instructor.

327 Seminar in International Marketing (3)
This course is an introduction to contemporary marketing philosophies as they relate to the culture and practices in a specific foreign or domestic environment. Emphasis is on current marketing strategies developed by international or domestic firms in that country. Methods of distribution and promotion for product and service mixes will be
evaluated. Domestic and/or foreign travel is required. 

Prerequisites: Junior standing; ACCT 203, ECON 201 and 202, or permission of the instructor.

328 Retailing Management (3)
This course deals with that part of the distribution process called retailing. Topics include retail environment, location and store design, merchandise planning and control, selecting merchandise resources, pricing, sales promotion and display, and customer service. 

Prerequisites: Junior standing; BADM 302; and ECON 201 and 202.

330 Advertising (3)
The role of advertising in a free economy and its place in the media of mass communications. Areas of study will include advertising appeals, product research, selection of media, testing of advertising effectiveness, and the dynamics of the advertising profession. 

Prerequisite: BADM 302 and junior standing.

331 Public Relations
The course identifies and examines the principles and practices in the relations of an organization with its internal and external publics, with emphasis on communication; and explores the role of public relations in decision making, external financial reporting, and public policy information. 

Prerequisite: Junior standing.

332 Business Communications (3)
This course develops an understanding of the theory of human communication so that one can apply it in an organizational setting requiring both oral and written expression of properly identified and presented decisions. The course content will include intrapersonal, interpersonal, and organizational communication theory; principles of human behavior and their application to business communication; and principles involved in the writing of various letters, memos, and reports. 

Prerequisite: Junior standing.

333 Purchasing and Materials Management (3)
The planning, organization, operation, and evaluation of the procurement function, and the acquisition and management of materials. Emphasis areas include quality and quantity considerations, supplier selection decisions, pricing policies, legal and ethical implications, and standards and measurement of performance. 

Prerequisites: Junior standing.

340 Total Quality Management (3)
Introduction to Total Quality Management including the critical role of organizational culture, continuous process improvement, statistical process control, and the relationship of TQM to performance, productivity, and profit. Literature and research findings of key contributors will be discussed. The Baldrige Award and ISO 9000 will be examined as benchmarking paradigms for manufacturing and service sectors. 

Prerequisite: Junior standing; BADM 232, 301; and MATH 105, 231.

345 Leadership (3)
An investigation of the factors which determine leadership with special emphasis on the leader’s vision. The effectiveness of leaders from a wide variety of disciplines will be examined. Contemporary leaders will be selected in order to apply theories and concepts to current situations which can be easily visualized. 

Prerequisite: Junior standing.

360 Special Topics in Business Administration (1–3)
An in-depth treatment of a current area of special concern within the field of business administration. At least two of the four required business electives must be regular upper level business, accounting, or economics courses and not tutorials, independent study, special topics, or travel/study courses. 

Prerequisite: Junior standing; other prerequisites as required.

375 Principles of Real Estate (3)
A basic course designed to cover the legal, financial, economic, and marketing concepts related to real estate. Topics include property rights (contracts, deeds, mortgages, leases, liens); property ownership (titles, closing of settlement, insurance, taxes); financing (interest rates and mortgage types); brokerage; and property evaluation. 

Prerequisites: Junior standing.

380 Real Estate Financing and Investing (3)
Theoretic and pragmatic methods of analyzing real estate investments are considered. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Topics include closing statements, appraisal techniques, tax implications, mortgage options, and the calculation of investment yield, APR, and the effective rate of interest charged. 

Prerequisites: Junior standing; ACCT 203, 204; BADM 303; Economics 201, 202; and MATH 105, 231.

385 Principles of Insurance (3)
Studies the nature and types of risk present in society. The methods of handling risk, basic characteristics, benefits/cost of insurance, and rate setting issues are examined. Several types of insurance including life, health, unemployment, fire, homeowners, automobile, and commercial property are topics of consideration. Government regulations of the industry and contractual clauses are examined as well. 

Prerequisites: Junior standing.

390 The New South Carolina: Foreign and Domestic Industrial Development (3)
An in-depth analysis of the state of South Carolina’s changing role as a
member of the national and international economic scene. The course offers an opportunity to interact with industrial leaders from government, banking, manufacturing, and service areas. The course includes visits to industrial sites in South Carolina. Offered in alternate Maymesters only.

**Prerequisites:** Junior standing; ECON 201 and 202 or permission of the instructor.

### 391 The International Corporation: A Comparative Approach (3)

An introduction to the various levels of operations in the European headquarters of international firms with extensive investments and/or operations in South Carolina. By means of on-site plant and office visitations, participants will examine managerial styles, cultural environments, decision-making techniques, and systems and will have opportunities to observe and analyze the management philosophies, practices, and outcomes in firms located in the major Western European industrial nations. This is a travel-abroad program offered in alternate Maymesters. Application process through the chair of the Management and Marketing Department and Office of International Programs.

**Prerequisites:** Junior standing; ECON 201 and 202 or permission of the instructor.

### 399 Tutorial (3, repeatable up to 12)

Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). The student must take the initiative in seeking a tutor to help in the design and supervision of the project. At least two of the four required business electives must be regular upper level business, accounting, or economics courses and not tutorials, independent study, special topics, or travel/study courses.

**Prerequisites:** Junior standing; permission of the tutor and the chair.

### 400 Investment Analysis (3)

Basic investment theory with emphasis given to the analysis of securities, portfolio management, and the operation of the securities market.

**Prerequisites:** Junior standing; ACCT 203, 204; BADM 232, 303; ECON 201, 202; and MATH 105, 231.

### 401 Organizational Behavior and Change (3)

An experiential learning design for studying the impact individuals, groups, and structures have on behavior within the organization for the purpose of applying that knowledge toward improving an organization’s effectiveness.

**Prerequisites:** Senior standing; BADM 301.

### 405 Small Business Management (3)

This course deals with the overall management of small firms. Students will work on cases provided by the instructor. The cases require that students help real businesses solve problems in the accounting, finance, management, and marketing areas.

**Prerequisites:** Junior standing; ACCT 203, 204, BADM 301, 302, 303; ECON 201, 202; and MATH 105, 231.

### 406 Quantitative Methods and Decision Making (3)

Students are introduced to quantitative modeling techniques and to the role quantitative models play in the decision-making process. Emphasis will be placed on the understanding of tools necessary to quantify decision making, with extensive use of computers and computer-assisted solution methods.

**Prerequisites:** Junior standing; BADM 302; MATH 105, 231.

### 408 Business Policy (3)

A course for senior business administration majors that draws together the functional areas of business operations: accounting, finance, marketing, human resources, management, and production, as a means of developing the students’ conceptual and decision-making abilities. Case studies will be used extensively.

**Prerequisites:** Senior standing; ECON 201, 202; MATH 105, 231; ACCT 203, 204; and BADM 232, 301, 302, 303, and 304; BADM 205 and 300 are recommended but not required.

### 420 Independent Study (1-3)

The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed. At least two of the four required Business electives must be regular upper level business, accounting or economics courses and not tutorials, independent study, special topics or travel/study courses.

**Prerequisite:** Junior standing; written agreement with instructor and chair.

### 425 Marketing Management (3)

A course for senior marketing students that involves them in realistic decision-making environments. The course will include descriptions of actual marketing situations permitting further familiarization with marketing principles and methods as they are employed in various industries.

**Prerequisites:** Junior standing; BADM 302; and ECON 201, 202.

### 429 Commercial Law (3)

A course designed to cover legal aspects of business including contracts, Articles 2, 3, 4, 6, and 9 of the UCC (sales, law of negotiable instruments, bulk sales, and secured transactions), and bankruptcy. Primarily intended for students interested in pre-law, banking, retail sales, and CPA candidates.

**Prerequisites:** Senior standing; BADM 205 or permission of the instructor.

### 431 Issues in Intermodalism (3)

A senior seminar providing depth and breadth of understanding in intermodal logistics through extensive review of current literature with
special attention to intermodal information systems. Limited to Intermodal Transportation Program members.

*Prerequisites:* Senior standing; BADM 311, 312, 322; and ECON 201, 202, 303.

**432 Intermodal Systems Management (3)**
An in-depth analysis of intermodalism with a focus on the port as a linking point for domestic and international air, maritime, rail, and truck transportation. Limited to Intermodal Transportation Program members.

*Prerequisites:* Senior standing; BADM 311, 312, 322; and ECON 201, 202, 303.

**499 Bachelor's Essay (6)**
A year-long research and writing project completed during the senior year under the close supervision of a tutor from the school. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the school prior to registration for the course.

*Prerequisites:* Senior standing.
ECONOMICS

803-953-8100

Department of Economics and Finance
Chair
J. Michael Morgan

Professors
Betsy Jane Clary
Clarence M. Condon, III
J. Michael Morgan

Associate Professors
Paul E. Jursa
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B. Perry Woodside, III

Assistant Professor
Frank L. Heiner

Economics is the study of how society produces, exchanges, and consumes goods and services. Economics examines public policies designed to achieve such national objectives as full employment, price stability, and economic growth. Finally, economics analyzes the behavior of businesses, industries, and households in maximizing their well-being.

The economics major is structured to provide students with a basic core of courses while, at the same time, enabling students to select their electives from among a wide variety of courses adapted to their individual needs and interests.

The economics program fulfills three primary objectives by giving students a broad exposure to concepts, theories, analytical techniques, and applications. First, the curriculum content stimulates interest in social, political, and economic issues since many of the major problems and challenges facing this nation and the rest of the world today are either partially or wholly economic in nature. Second, the program teaches analytical methods and concepts that are important in preparing students for administrative positions in business and government. Finally, majors receive a solid foundation for graduate study in economics.

Economics courses can be taken to fulfill the College's Minimum Degree Requirements in social science. The economics department offers Honors Macroeconomics (HONS 211) and Honors Microeconomics (HONS 212) through the Honors Program. Furthermore, two economics courses at the 300 level or above can be used to meet the major requirements for a degree in business administration. Finally, urban studies majors are required to take Urban Economics (ECON 307), and may elect to enroll in selected economics courses to meet the urban studies elective requirements.

Major Requirements
The major in economics requires 36 semester hours (12 courses). All economics majors must successfully complete ECON 201, 202, 305, 308, 310, 317, 318, and 400, and BADM 232, plus three elective courses to be chosen from economics and business administration courses at the 300 level and above. At least one of these electives must be an economics course.

NOTE: ECON 201 and 202, MATH 105 or 120, and junior standing are prerequisites for all 300- and 400-level economics courses. Prior to enrolling in ECON 400, students must successfully pass an entrance examination administered by the economics faculty at the College. The sequence in Honors Economics satisfies the ECON 201 and 202 requirement.

Minor Requirements
The minor in economics requires 18 semester hours (six courses), including ECON 201 and 202. The remaining 12 hours are to be selected from the economics offerings (300 and above) and BADM 232.

Economics Courses
101 Introduction to Economics (3)
This course covers the history of the development of present-day economic society, as well as consider issues and problems facing the economy, including policies directed at affecting inflation, unemployment and recession, and international trade. Students who have completed ECON 201 or ECON 202 may not subsequently receive credit for ECON 101. However, students may receive credit for ECON 101 before taking ECON 201 and ECON 202. This course satisfies the social science requirement.

Prerequisite: None.

201 Principles of Macroeconomics (3)
The foundation of aggregate economic analysis is presented, including identification of basic social goals, money and credit systems, and theories of national income, employment and economic growth, and international interdependence.

Prerequisite: ECON 201.

202 Principles of Microeconomics (3)
The structure of the market is presented, including product and factor pricing, allocation of resources and distribution of income, market equilibrium analysis, and analysis of domestic and international problems and policies. A prerequisite for courses at the 300 level and higher.

Prerequisite: ECON 201.
HONS 211 Honors Macroeconomics (3)
Macrooeconomics and microeconomic courses introduce the principles of economics and the history of the development of that theory. Calculus is a prerequisite for both courses and HONS 211 or its equivalent is a prerequisite for HONS 212. (Satisfies the general education requirement in the social sciences and the principles of economics requirement for students majoring in economics or business.)

HONS 212 Honors Microeconomics (3)

260 Special Topics in Economics (3)
This course is intended for those students who are not business, accounting, or economics majors and who have minimal training in economics. The course is designed for second-semester freshmen and sophomores and will focus on various areas in economics and political economy. This course will not count towards fulfilling the requirements for a business, accounting, or economics degree. In the School of Business and Economics, it will count as a general education elective.

307 Urban Economics (3)
An examination of the economics of spatial organization focusing on the location of economic activity and the growth of cities and regions. This course will provide a theoretical and empirical basis for analyzing contemporary urban issues.

308 Evolution of Economic Doctrines (3)
A study of the principle contributions to economic theory and method and the relationship of these contributions to their time and to each other.

310 International Economics (3)
An approach to the problems of international economic interdependence with special attention given to trade, protectionism, trade policy for developing countries, international investment, the balance of payments, foreign exchange, exchange rate systems, and international economic policy.

311 Environmental Economics (3)
This course deals with the institution of property rights and how the absence of property rights may hinder the proper allocation of society's scarce resources and thereby affect economic efficiency. The course also examines how resources held in the public domain are allocated and ways how this allocation might be made more efficient.

317 Microeconomic Analysis (3)
A study of the analytical techniques used in investigating the determination of product and factor prices under different market structures to include analysis of indifference, production theory, and utility concepts.

318 Macroeconomic Analysis (3)
A study of Classical, Keynesian, and Post-Keynesian economics involving the issues of consumption, monetary and fiscal policy, growth, interest, and liquidity.
319 Introduction to Econometrics and Mathematical Economics (3)
An introductory survey of the use of statistical and mathematical methods in economic analysis.
Prerequisites: Junior standing; BADM 232; ECON 201, 202, 317; MATH 231, and 105 or 120; or permission of instructor.

320 Managerial Economics (3)
The application of economic principles relating to cost, revenue, profit, and competition that aid business decision making and policy formulation.
Prerequisites: Junior standing; ECON 201, 202; MATH 231 and 105 or 120; and BADM 232; or permission of the instructor.

325 Economics for Development (3)
An analysis of international poverty and inequality, dualistic development, the employment problem, mobilization of domestic resources, mobilization of foreign resources, human-resource development, agricultural strategy, industrialization strategy, trade strategy, development planning, and policy making.
Prerequisites: Junior standing; Econ 201, 202; and Math 105 or 120 or permission of instructor.

330 Comparative Economic Systems (3)
An analysis and appraisal of the theories and practices underlying economic systems. Consideration given to capitalist, socialist, and communist models and economies.
Prerequisites: Junior standing; ECON 201, 202; and MATH 105 or 120 or permission of instructor.

335 Financial Markets in the U.S. Economy (3)
An introduction to the operation of financial markets in the U.S. economy, emphasizing market instruments and the use of these instruments by various financial institutions and market participants. The final week of the course is spent attending seminars at various money-center financial institutions and markets.
Prerequisites: ECON 201, 202; ECON 305 is recommended. Permission of instructor is required.

350 Special Topics in Economics (3)
An in-depth treatment of a current area of special concern within the field of economics.
Prerequisites: Junior standing; ECON 201, 202; and MATH 105 or 120.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisite: Junior standing, plus permission of the tutor and the chair.

400 Senior Seminar in Economics (3)
A seminar on particular problems or questions in economic policy. Topics will vary.
Prerequisites: Senior standing and the successful completion of an entrance examination administered by the economics faculty; ECON 305, 317, 318; BADM 232; or permission of instructor. Designed to be a capstone course, this seminar is required of all economics majors. The tools of economic analysis developed in the prerequisite courses will be used to analyze particular economic problems.

404 Independent Study (1-3)
The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed.
Prerequisite: Junior standing; written agreement of the instructor and permission of the chair.

460 Special Topics in Economics (3)
An indepth study of selected current issues, policies, and events within the area of economics. This course is intended for second semester juniors and seniors. The degree of analysis and level of rigor will be greater than that for ECON 360 (Special Topics).

499 Bachelor’s Essay (6)
A year-long research and writing project completed during the senior year under the close supervision of a tutor from the school. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
Prerequisites: Senior standing.
Degrees offered (majors)

Bachelor of Science
- Elementary Education
  - Early Childhood Education (pre-K through K)
- Middle School
  - Mathematics
  - Language Arts
  - Science
  - Social Studies
- Physical Education
  - Adult Health Fitness
- Sports Medicine
- Special Education
  - Emotionally Mentally Disabled
  - Learning Disabled
  - Mentally Disabled
  - Severely and Profoundly Disabled

Minors
- Health
- Secondary Education
  - Biology
  - Chemistry
  - Classics
  - English
  - French
  - German
  - Mathematics
  - Physics
  - Social Studies
  - Spanish
Approved teacher education programs are offered through the School of Education in cooperation with academic departments at the College of Charleston. Teacher education programs are available for students with majors in biology, chemistry, classical studies (Latin), elementary education, English, French, German, history, mathematics, physical education, physics, political science, sociology, Spanish, and special education. Furthermore, courses that lead to additional certification in early childhood education and middle level education are offered in combination with these approved programs.

All students intending to complete a teacher education program are urged to meet with the director, Certification and Student Teaching, as soon as possible, preferably in the freshman year. An early commitment to a teacher education program is the first step in the process that culminates in an individual’s graduation, recommendation for certification, and entry into the education profession. Students who intend to complete any teacher education program for certification must meet specified admission, retention, and exit criteria in order to complete the program. Early advising is necessary to ensure that a student’s program of study includes the courses required under the minimum degree requirements of the College and the requirements of the specific teacher education program.

*Approved by the South Carolina Board of Education in conjunction with the National Association of State Directors of Teacher Education and Certification (NASDTEC).*

**Criteria for Admission to and Retention in the Teacher Education Program**

1. Students interested in a teacher education program should contact the director, Certification and Student Teaching, during the freshman year to complete a program of study in order to make sure that courses taken to meet College requirements will also meet the requirements for the teacher education program.

2. Prior to admission to a teacher education program, the student:
   a. must have completed at least 63 semester hours of course work that meet the general degree requirements of the teacher education program;
   b. must have a minimum overall GPA of 2.50;
   c. must have completed EDFS 201;
   d. must pass the South Carolina Education Entrance Examination (EEE);
   e. must be recommended for admission by two general-education faculty, and
   f. must be admitted one year prior to student teaching.

3. Required application form, results of the EEE, and two recommendations forms must be sent to the director, Certification and Student Teaching. At this time the student will be notified of any additional requirements necessary to complete admission.

4. The School of Education Admissions Committee meets each semester to review student applications. A personal interview may be required of a candidate before acceptance into the program.

5. Transfer students must have transcripts evaluated by the Office of the Registrar to determine general course equivalence. All education courses and those that might be considered to meet core or professional education requirements will be further evaluated by the School of Education. No more than 12 semester hours in education may be transferred. (Excess hours may, in some cases, be counted as elective hours if the student’s individual program of studies permits.)

6. The student’s progress in the teacher education program will be monitored continuously. Since preparation for a career as a professional...
educator involves much more than the successful completion of a series of courses, periodic reviews of the student's progress will be conducted by faculty. Assessment of the student's progress toward the acquisition of basic teaching competency will be made. As a result of the periodic reviews and discussions with students who evidence deficiencies, additional course work and/or additional practica may be required. Failure to achieve satisfactory progress as determined by the faculty will result in the student's dismissal from the teacher education program.

7. Admission to student teaching is contingent upon:
   a. admission to a teacher education program one year prior to student teaching;
   b. maintenance of a minimum overall GPA of 2.50;
   c. maintenance of a minimum GPA of 3.0 in the professional education sequence; and
   d. successful completion of practica as determined by program faculty and cooperating teachers.

8. Additional course work may not be taken in the evenings during the student teaching semester.

9. To teach in the state of South Carolina the student must:
   a. complete an approved teacher education program;
   b. receive the recommendation for certification from the School of Education; and
   c. earn passing scores on the Praxis series: National Teacher Examination (specialty area test), and the Test of Professional Knowledge.

Completion of the approved program does not automatically ensure certification recommendation by the School of Education. Although completion of the approved program of studies will usually result in recommendation, it may in fact be withheld as the result of failure to satisfactorily complete the requirements and activities as described by the faculty, substandard performance during student teaching, failure to pass the Praxis Series: National Teachers Exam (professional knowledge and area) or the state-sponsored exam for German and Latin or the student’s National Teachers Exam, or the student's failure to change behaviors which are considered to be impediments to successful teaching.

**General Education/School of Education Requirements**

<table>
<thead>
<tr>
<th>College</th>
<th>School of Education</th>
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<tbody>
<tr>
<td>ENGL 101 &amp; 102</td>
<td>ENGL 101 &amp; 102; COMM 104 or 211</td>
</tr>
<tr>
<td>For. Lang. (1-12 hours)</td>
<td>For. Lang. (1-12 hours)</td>
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<tr>
<td>HIST 101 &amp; 102</td>
<td>HIST 101 &amp; 102</td>
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<tr>
<td>Humanities (12 hours)</td>
<td>Humanities (12 hours)</td>
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<tr>
<td>No more than 6 hours in one discipline</td>
<td>2 of the following: MUSC 131; ARTH 101 or 102; THTR 176;</td>
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<td>Math (6 hours)</td>
<td>Math (6 hours)</td>
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<td>Any 2 courses that meet minimal degree requirements (No SNAP alternatives)</td>
<td>Any 2 courses that meet minimal degree requirements</td>
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<tr>
<td>Natural Science (12 hours)</td>
<td>Natural Science (12 hours)</td>
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<tr>
<td>2 disciplines</td>
<td>2 disciplines; 1 must be biological science and physical science; 8 hours from 1 discipline &amp; 4 hours from another discipline</td>
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<tr>
<td>Social Sciences (6 hours)</td>
<td>Social Sciences (6 hours)</td>
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<tr>
<td>From 1 or 2 areas (POLS, ANTH, SOCY, PSYCH)</td>
<td>ANTH 101 required &amp; PSYCH 103 or SOCY 101</td>
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<tr>
<td>122 credit hours to graduate 2.0 GPA</td>
<td>122 credit hours to graduate 2.5 overall and 3.0 in all education courses</td>
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<tr>
<td>ENGL 313 or any US HIST (HIST 201, 202, etc.); 1 humanities elective (other than fine arts)</td>
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The primary goal of the Department of Educational Foundations and Specializations is the preparation of competent teachers to meet the educational needs of children and youth. To meet this goal, the department offers a major and teacher preparation program in special education as well as teacher education programs for students who major in biology, chemistry, classical studies (Latin), English, German, history, mathematics, physics, political science (certification in social studies), sociology, and Spanish.

**Special Education Major**

The major in special education is designed for students who are interested in teaching children and youth with behavior disorders, learning disabilities, or mental retardation in public schools, kindergarten through grade 12, and in residential facilities. The special education major consists of 35 semester hours and includes the following courses: EDFS 201, EDFS 303, EDFS 326, EDFS 330, EDFS 345, EDFS 351, and/or EDFS 352, and/or EDFS 353, EDFS 411, EDFS 412, EDFS 413, and EDEE 430.

**Special Education Teacher Education Program**

This program is designed for students who intend to become certified to teach children and youth with behavior disorders, learning disabilities, or mental handicaps in public schools, kindergarten through grade 12, or in residential facilities. The program consists of all the requirements for the major in special education plus student teaching, in addition to the admission, retention, and exit requirements of the teacher education program.

**Secondary Education Teacher Education Program and Minor in Education**

In cooperation with other academic departments, the School of Education provides teacher education programs for students seeking certification to teach in secondary schools, grades 9-12. This option is available for students who major in biology, chemistry, classical studies (Latin), English, French, German, history (certification in social studies), mathematics, physics, political science (certification in social studies), sociology (certification in social studies), and Spanish. Students must complete all the requirements of the major plus those of the teacher education program including student teaching and the admission, retention, and exit requirements of the teacher education program. Students must contact the assistant dean for Certification and Student Teaching to plan a program of studies.

**Physical Education Teacher Education Program and Minor in Education**

In cooperation with the Department of Physical Education and Health, the School of Education provides a teacher education program for students seeking certification to teach physical education, kindergarten through grade 12. Students must complete all the requirements of the physical education major plus those of the teacher education program including student teaching and the admission, retention, and exit requirements of the program. Students must contact the assistant dean for Certification and Student Teaching to plan a program of studies.

**EDFS Courses**

**EDFS 201 Introduction to Education (3)**

A survey of the American public school system with emphasis on current trends and issues, the development of teaching as a profession, organization and control of schools, and the history of education.

**Prerequisite:** Class rank of sophomore or above.

**NOTE:** Prerequisite to all other education courses.

**EDFS 303 Human Growth and the Educational Process (3)**

An introduction to the general principles of life-long human growth and development and their relationship to the educational process. Emphasis on physical, social, intellectual, and emotional development and their interaction with educational variables.

**NOTE:** Students who have completed PSYC 108 may not receive credit for EDFS 303.

**Prerequisite:** EDFS 201 and class rank of junior or above.
EDFS 305 Adolescent Growth and Development (3)
A study of the growth and development of adolescents with emphasis upon the process of socialization, psychological implications, and intellectual development. Appropriate field experiences required.
Prerequisite: EDFS 201 and class rank of junior or above.

EDFS 309 Educational Psychology (3)
A study of some of the ideas of theorists and psychologists that have had an impact on contemporary learning theory and educational practices. Students will examine the areas of motivation, diagnostic and prescriptive teaching, behavior and discipline, classroom management, and evaluation.
Prerequisite: EDFS 201 and class rank of junior or above.

EDFS 326 Technology for Teachers (3)
An introductory course for pre-service teachers to use technology in the classroom. The course includes both awareness and functional levels of educational technology. Participants are made aware of technology terminology, types and components of technology, and the potential use of technology in education. In addition, students learn to evaluate hardware and software.
Prerequisite: EDFS 201 and class rank of junior or above.

EDFS 330 Classroom Management (3)
Course designed to enable students to implement positive management techniques in their classrooms. Focuses on principles and procedures underlying effective social and academic development and the use of positive motivational methods with children and youth.
Prerequisite: EDFS 201 and class rank of junior or above.

EDFS 345 Introduction to the Education of Exceptional Children and Youth (3)
An introduction to programs, problems, and procedures of working with children who are exceptional—mentally, physically, or emotionally. Focuses on children who have problems of vision, hearing, speech, as well as those with physical and neurological defects. Attention is given to recent research dealing with the exceptional child and special education programs.
Prerequisite: EDFS 201 and class rank of junior or above.

EDFS 351 Characteristics of the Emotionally Handicapped (3)
An introductory study of causes, characteristics, and educational practices associated with emotionally handicapped persons. Includes field experiences with emotionally handicapped persons. (Taught spring only.)
Prerequisite: EDFS 345.

EDFS 352 Characteristics of Learning Disabilities (3)
An introductory course. Study of etiology, characteristics, educational provisions, and procedures associated with learning-disabled children and youth. Includes field experiences. (Taught spring only.)
Prerequisite: EDFS 345.

EDFS 353 Characteristics of the Mentally Handicapped (3)
A study of the social, behavioral, physical, and learning characteristics of individuals with mental handicaps. Includes field experience. (Taught spring only.)
Prerequisite: EDFS 345.

EDFS 354 Introduction to the Education of Persons with Severe and Profound Handicaps (3)
A study of the learning and behavioral characteristics of persons who are severely and profoundly handicapped (SPH). The course will acquaint the pre-service teacher with theories, principles, and practices related to the interdisciplinary management of persons with severe/profound handicaps. Students will be given the opportunity to pursue an in-depth study of severe and profound handicaps specifically related to their chosen area(s) of specialization (e.g., behavior disorders, mental retardation). (Taught spring only.)
Prerequisite: EDFS 345.

EDFS 411 Curriculum and Instruction for Mildly Handicapped Students (4)
A course designed to prepare students to teach pupils with mild learning or behavioral problems in a resource room setting (K-12). Emphasis will be on educational assessment for placement and planning purposes as well as procedures for teaching basic academic and social skills to individuals and small groups. (Taught fall only.)
Prerequisites: EDFS 351 and/or 352 and/or 353.

EDFS 412 Curriculum and Instruction for Moderately Handicapped Students (4)
A course designed to prepare students to teach pupils with moderate learning or behavioral problems in a self-contained classroom setting (K-12). Emphasis will be on educational assessment for planning and evaluation purposes as well as procedures for teaching basic academic, social, functional, and vocational skills. (Taught fall only.)
Prerequisites: EDFS 351 and/or 352 and/or 353.

EDFS 413 Practicum in Instruction of Exceptional Children (3)
A supervised field experience requiring a minimum of 40 hours of direct instruction of exceptional children or youth. Related seminar participation required. (Taught Fall only.)
Prerequisites: EDFS 351 and/or 352 and/or 353.

EDFS 440 Student Teaching in Special Education (12)
Courses designed to provide students with an extensive supervised experience in teaching exceptional learners. Each student will be placed in a special education setting commensurate with his or her emphasis within special education for a minimum of 60 days (12 weeks). Weekly
on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for full semester student teaching is the last school day in January. The deadline for application for spring semester student teaching is the last school day in September. 
Prerequisites: Admission to the teacher education program and completion of all education courses.

EDFS 455 Communication and Reading in the Content Areas (3)
A study of communication processes and skills, with emphasis on the nature of effective communication between teachers and students and between teachers and parents. Further study in the nature of the reading process, principles of instruction, and methods and materials for teaching reading in the content areas will be included, with specific attention to teaching initial reading skills for the older non-reader, diagnosing and treating reading difficulties, and developing critical reading skills. General principles for effective planning, instruction, management, communication, and assessment will also be included. Clinical experience required. (Offered fall only.)

EDFS 456 Teaching Strategies in the Content Areas: A.B.C.D.E,F
A study of the instructional process with emphasis on methodology and techniques, and diagnostic/prescriptive teaching in a particular field of specialization applicable to secondary teacher preparation programs. Observation and analysis of a variety of teaching models for assessment of individual teaching effectiveness and professional growth will be included. Clinical/lab experiences required. (Students must register for a section corresponding to their academic major.)
A. English (3); B. Science (3); C. Social Studies (3); D. Mathematics (3); E. Languages (3); F. Physical Education K-12 (4). (Offered fall only.)

EDFS 460 Student Teaching in the Content Areas (12)
A course designed for pre-service teachers seeking secondary or K-12 program certification in a particular field of specialization. Pre-service teachers are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in January. The deadline for application for spring semester is the last school day in September. 
Prerequisites: Admission to a teacher education program and completion of all education courses.

EDFS 470 Independent Study in Education (3)
A course in which students who have taken an appropriate sequence of preparatory courses in education may do an individually supervised study of some topic of the student's interest. Each project must be done in consultation with a department member qualified to guide and evaluate the work.
Prerequisites: Class rank of junior or above and permission of the instructor and department chair.

EDFS 560 Special Topics in Education (1-3)
Study of a particular subject or theme in educational methods of teaching or content. Specific topics will be listed with the course title when offered, e.g., Special Topics in Education: Multicultural Education.
The primary goal of the Department of Elementary and Early Childhood Education is the preparation of competent teachers to meet the educational needs of children and youth. To meet this goal, the department offers a major and teacher preparation program in elementary education. Additional course work allows students to add certification in early childhood education or middle level education.

Elementary Education Major
The major in elementary education is designed for students who are interested in teaching in elementary schools, grades 1-8. The elementary education major consists of 39 semester hours and includes the following courses:
EDFS 201, EDFS 305, EDEE 307, EDEE 315, EDEE 316, EDEE 321, EDFS 326, EDFS 330, EDEE 385, EDEE 390, EDEE 430, EDEE 431, and EDEE 432.

Elementary Education Teacher Education Program
This program is designed for students who intend to become certified to teach in elementary schools, grades 1-8. The program consists of all the requirements for the major in elementary education, plus student teaching in addition to the admission, retention, and exit requirements of the teacher education program.

Early Childhood Certification
The School of Education provides courses for students seeking early childhood certification (K-3). Students must complete the requirements for the elementary or special education teacher education program and also take EDEE 360, 361, and 362.

Middle School Certification
The School of Education provides course sequences for students seeking certification in middle school education (6-8). Students must complete a teacher education program in elementary or secondary education, with the addition of EDEE 515. Furthermore, there is a 12-hour specialty requirement in one of three subject areas (language arts, science, social studies) for all elementary education students. An information sheet for a fourth subject, mathematics, is available in the School of Education office. The secondary education students' major satisfies the specialty requirement.

EDEE Courses
EDEE 307 Managing Instruction for Effective Learning (3)
Analysis and application of a variety of teaching models (e.g., Program for Effective Teaching, Cooperative Learning, Discovery/Inquiry, etc.). Demonstration and self-evaluation emphasized.
Prerequisite: EDFS 201 class rank of junior or above.

EDEE 311 Literature for Children (3)
A review of old and new literary materials suitable for elementary school children. The art of story-telling, teaching techniques, various literary forms, and integration of literature with other facets of the curriculum will be emphasized.
Prerequisite: Class rank of junior or above.

EDEE 315 Individualizing Instruction (3)
An examination of the process of individualizing instruction. Meeting individual student needs of regular and exceptional students in the elementary and middle-school classroom will be analyzed as a process that includes 1) defining and selecting objectives, 2) diagnosing student needs, 3) selecting and defining appropriate instructional strategies, 4) developing appropriate tests to assess learning, and 5) making educational interpretations of test results. This is the first level practicum course.
Prerequisite: EDFS 201 and class rank of junior or above.

EDEE 316 Teaching of Creative Arts (3)
An examination of objectives, content, instructional materials, teaching practices, and procedures relating to the fine arts and creative arts on the elementary and middle school levels. The integration of music, drama, puppetry, movement education, and graphic expression will assist the teacher in utilizing the creative arts within the regular classroom.
Prerequisite: EDFS 201 and class rank of junior or above.
EDEE 321 Teaching Health and Physical Education (3)
A course designed to develop instructional techniques as related to health and physical education, movement education theory, and the integration of elementary and middle school studies through movement experiences; included is an examination of health concepts and health programs.
Prerequisites: EDFS 201, EDEE 315, and class rank of junior or above.

EDEE 360 Early Childhood Curriculum and Development (3)
An analysis of early childhood curricular models to include the current and historical philosophies which guide them and the child development theories which form them. Students will examine the physical, emotional, social, and cognitive components of children at different stages of development in relation to the design and implementation of a developmentally appropriate curriculum.
Prerequisite: EDFS 201 and class rank of junior or above.

EDEE 361 Methods and Materials in Early Childhood Education (3)
Students are introduced to methods and materials needed by teachers in their multiple roles facilitating the social, emotional, physical, and cognitive development of young children. Pertinent information related to establishing more effective relationships with parents and increasing parental involvement will also be addressed.
Prerequisite: EDEE 360 (can be taken concurrently).

EDEE 362 Practicum in Early Childhood Education (3)
A supervised field experience requiring a minimum of 40 hours of direct contact with young children in a preschool or kindergarten setting. Related seminar participation required.
Prerequisite: EDEE 360, EDEE 361, and class rank of junior or above.

EDEE 385 Teaching of Language Arts (3)
An introductory course in the methods and materials, issues, trends, and research in teaching communication skills to elementary and middle-school students. Encoding and decoding skills in both oral and written language will be studied. This is the second practicum course.
Prerequisites: EDFS 201, EDEE 315, and class rank of junior or above.

EDEE 390 Social Studies and Humanities for Teachers (3)
Introduction to basic social studies instruction in grades 1-8; curriculum content, teaching strategies, and instructional materials. A study of the humanities and how they relate to the social studies curriculum is included. Particular emphasis is placed on integration of history, geography, and civics education with other areas of the curriculum.
Prerequisites: EDFS 201, EDEE 315, and class rank of junior or above.

EDEE 430 Teaching of Reading in the Elementary School (3)
A study of reading skills in relation to the psychological bases, developmental principles, and historical and current issues in reading practices.
Prerequisite: EDFS 201 and class rank of junior or above.

EDEE 431 Mathematics for Elementary Teachers (3)
An analysis of the components of the real number system and their applications. Additional topics include those commonly covered in the mathematics curriculum of the elementary school.
Prerequisites: EDFS 201 and completion of College’s mathematics requirement or permission of the instructor and class rank of junior or above.

EDEE 432 Teaching Elementary School Science (3)
A basic course in science education, providing an overview of the content, methods, and materials in teaching biological and physical sciences in the elementary school. This is the third and final practicum course.
Prerequisites: EDEE 315, EDEE 385, and class rank of junior or above.

EDEE 450 Student Teaching in the Elementary School (12)
A course in which students are placed in a local elementary school to observe, teach, and participate during the entire school day for a minimum of 60 days. Weekly on-campus seminars also are required. Students must apply for admission to student teaching one semester prior to enrollment. The deadline for application for fall semester student teaching is the last school day in January. The deadline for application for spring semester student teaching is the last school day in September.
Prerequisites: Admission to the teacher education program and completion of all courses.

EDEE 465 Independent Study in Education (3)
A course in which students who have taken an appropriate sequence of preparatory courses in education may do an individually supervised study of some topic of the student's interest. Each project must be done in consultation with a department member qualified to guide and evaluate work.

EDEE 515 Middle School Organization and Curriculum (3)
An overview of the middle school concept, including 1) historical and philosophical antecedents, 2) conflicting perceptions of middle school, 3) definitions of middle school and middle level concept, 4) characteristics of the emerging adolescent and related program implications, 5) change factors involved in conversion to the middle school concept, 6) evaluation methods for determining middle school effectiveness, and 7) speculation on the future of the middle school movement.

EDEE 580 Special Topics in Education
Study of a particular subject or theme in educational methods of teaching or content. Specific topics will be listed with the course title when offered, e.g., Special Topics in Education: Marine Science for Elementary Teachers.
PHYSICAL EDUCATION AND HEALTH
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The Department of Physical Education and Health offers a major in physical education, a minor in health, and a series of activity courses for the general student body. As an integral part of the liberal arts education of the College, the Department of Physical Education and Health provides students with a better understanding of themselves psychologically, sociologically, and especially physiologically. Being made aware of one's capabilities and limitations through physical activity can make a significant contribution to the understanding of self. This is accomplished through the department's instructional program and through student participation in movement activities, sports, and games.

Through its activity and theory courses and its offerings in health, students learn ways to effect personal change or to continue desirable health behavior through sound health practices. This is especially important for Physical Education and Health majors who will convey this knowledge to others.

Students who are interested in majoring in physical education should consult a departmental advisor as soon as possible. This is especially true for those interested in seeking teacher certification. The Physical Education Majors' Handbook should be obtained at the first opportunity through the Physical Education/Health office in the Center of Physical Education and Health.

General Information
The physical education courses are intended for the physical education major, but may be taken on a limited elective basis by non-majors. All basic 100-level physical education activity courses are designed for the general student. Each student will learn the biophysical values of activity as well as skill mastery, rules, history, etc. Courses in basic physical education activity (100 level) and in physical education theory may be taken for elective credit by the non-physical education major, but no more than eight semester hours total from both categories (including THTR/PEHD cross-listed dance/activity courses) may be applied toward a degree. Physical education and health courses at the 200, 300, and 400 levels are either physical education or health theory courses.

Courses in health are designed to meet the needs of the health minor and to provide those courses necessary for state teacher certification. These courses are available to any student wishing to minor in health or seeking elective credit. Courses in health taken for elective credit are not subject to the eight-hour restriction.

Physical Education Major
Physical Education courses at the 200 level or above are technique and theory courses, not activity courses. PEHD 201 (Introduction to Physical Education) is a prerequisite for all other physical education courses 300 level or higher for the prospective major, and lower-numbered courses should generally precede higher-numbered courses.

This is a two-track major in physical education. Students entering the program would normally choose between the teacher preparation track or the optional (non-teaching) track. It is possible, but not usual, for a student to complete both tracks.

Core Curriculum
This series of courses consists of 16 semester hours in physical education and three semester hours of health for a total of 19 core curriculum hours. All core courses must be taken by all students seeking a bachelor of science degree with a major in physical education. The courses are PEHD 201, 216, 330, 340, 431, and 458. Core curriculum courses are indicated by an asterisk (*). (Note the prerequisites for PEHD 330, 340, 431, and 458.) Again, PEHD 201 is a prerequisite for all physical education courses 300 level or higher for the prospective major.

Bachelor of Science in Physical Education with Teacher Certification
Includes 17 hours of physical education and three (3) hours of health in addition to the core curriculum for a total of 36 semester hours. Specific courses in physical education and additional courses in education are required to meet NASDTEC and South Carolina Department of Education requirements for teacher certification. The physical education courses required for certification are indicated by a dagger (†).
Bachelor of Science in Physical Education, Optional Track

The optional track includes a minimum of 15 semester hours in physical education and health courses in addition to the core curriculum. Working with an advisor, the student should select a professional track in which to complete these hours. Courses in the following areas have been selected and courses of study predetermined: athletic training, pre-physical therapy, exercise science, and health promotion. The number of hours which the major must complete will vary from 15-19 depending upon the professional track chosen. Students in the optional track must also complete a cognate area which compliments their professional track. (See Majors' Handbook for more detail on the cognate area.)

Physical Education Courses

PEHD 100 Introduction to Physical Fitness (2)
This course presents the principles and methods for developing and maintaining physical fitness. Major emphasis is on developing a personal exercise and nutrition program.

PEHD 102 Beginning Yoga (2)
A course designed to present the basic philosophy, physical positions, and breathing techniques of Yoga. Emphasis is also placed on meditation and positive thinking as a means to reduce stress and increase concentration.

PEHD 105 Basketball and Volleyball (2)
The history, techniques, practice of skills, and rules of basketball and volleyball.

PEHD 107 Beginning Swimming (2)
A course designed to teach the non-swimmer how to swim. Emphasis on drown-proofing and elementary forms of water safety.

PEHD 108 Advanced Swimming (2)
A course designed to improve swimming skills with emphasis on water safety, stroke mastery, elementary forms of lifesaving, and life guarding.

PEHD 109 Aerobics (2)
The main emphasis of this course is the understanding of the basic physiological principles associated with physical activity and human movement as applied in a cardiovascular aerobic dance workout. The course also includes exercise programs for muscular endurance, strength, and toning.

PEHD 110 Step Aerobics (2)
Students will be introduced to the basic physiological principles associated with aerobic step training and interval training. Exercise, as well as cognitive material from the required text, will be essential requirements in this course.

PEHD 112 Tumbling and Gymnastics (2)
An introductory course with instruction in tumbling (individual, dual, and group activities), rebound tumbling, pyramid building, and gymnastics, including the trampoline, vaulting, balance beam, parallel bars, and the side horse.

PEHD 113 Beginning Horseback Riding (2)
The course is designed to provide instruction in the beginning skills of horseback riding and to provide the student with lifetime sports skills which will contribute to his/her physical, mental, and social growth. Attention will be given to the development of skills in grooming, horse handling, saddling and bridling, mounting and dismounting, walking and posting.

NOTE: Lab fee required.

PEHD 115 Physical Conditioning and Weight Training (2)
A course designed to teach the accepted methods of developing and maintaining physical fitness. Consideration will be given to diet, nutrition, posture, physical form, and the role of resistance exercise in the improvement of physical fitness.

PEHD 116 Beginning Golf (2)
The history, techniques, practice of skills, and rules of golf.

NOTE: Lab fee required.

PEHD 117 Badminton and Racquetball (2)
The history, techniques, practice of skills, and rules of badminton and racquetball.

PEHD 118 Sailing (2)
The course will provide the student with instruction in the basic fundamentals of sailing. Attention will also be given to the safe, reasonable operation of sailing craft, as well as instruction in the proper care and maintenance of sailboats.

NOTE: Lab fee required.

PEHD 119 Beginning Tennis (2)
The history, techniques, practice of skills, and rules of tennis.

PEHD 120 Special Topics (2, repeatable up to 6)
A course designed to cover a variety of topics not otherwise offered in the basic physical education activity program. Popular activities representing both traditional and non-traditional activities will be offered on a random basis according to interest shown in the activity.

NOTE: A lab fee may be required in some special topics courses.

PEHD 130 Intermediate Sailing (2)
The course is designed to provide instruction in the intermediate skills of sailing and to provide the student with lifetime sports skills which will contribute to his/her physical, mental and social growth. Attention will be
given to the development of intermediate skills for the safe and responsible operation of sailboats.

**NOTE:** Lab fee required.

**PEHD 135 Elementary Jazz Dance (2)**
An introduction to the linear, percussive style of jazz dance, the uniquely American combination of multi-cultural dance styles to the world of dance. An activity course in which the basics of jazz dance will be learned. Crosslisted with THTR 135.

**PEHD 137 Elementary Modern Dance (2)**
Introduction to the technique of modern dance. Emphasis on basic movement forms of modern dance and elementary improvisational techniques. Crosslisted with THTR 137.

**PEHD 138 Intermediate Modern Dance (2)**
Instruction at the intermediate level in technique of modern dance. Emphasis upon building the basic movement forms as taught in Elementary Modern Dance into pattern, repetitions, and variations used in the structuring of dance pieces. Review of the choreography work of the founders of modern dance. Crosslisted with THTR 138.

**PEHD 185 Elementary Ballet (2)**
An introductory course involving modern dance, jazz, ballet, and other popular dance forms and techniques. Crosslisted with THTR 185.

**PEHD 186 Intermediate Ballet (2)**
The course will focus on more advanced techniques in the dance forms involved, particularly modern and ballet, and will also include interpretation, improvisation, choreography, and elementary performance. Crosslisted with THTR 186.

**PEHD 201 Introduction to Physical Education (3)**
A required introductory course for physical education majors. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to physical education.

**PEHD 202 Laboratory Activities in Physical Education (1)**
An introductory course designed to evaluate the student's present level of performance in a variety of knowledge and skill competencies. The areas of evaluation are determined by the department.

**PEHD 209 Adult Fitness (2)**
This course is designed to give the major an initial adult fitness experience. Various aspects of training will be covered including such topics as program evaluation, aerobic and anaerobic training techniques, nutrition, epidemiology, and exercise prescription. Students will implement a fitness program and must demonstrate proficiency in current evaluation procedures upon course completion.

**PEHD 235 Motor Learning and Development (3)**
The course focuses on skill acquisition with primary consideration being given to the cognitive and motor processes underlying the learning of skills. Topics covered include (but are not limited to) motor control, attention, individual differences, practice and knowledge of results, transfer of learning, and motivation.

**PEHD 245 Beginning Athletic Training (3)**
An introduction to the field of sports medicine from an athletic training perspective. The basic skills required of an athletic trainer will be presented. These include basic techniques in prevention of athletic injuries, injury recognition, treatment/management of injuries, field related anatomy and physiology, and bandaging/taping skills.

**NOTE:** This course will include lab time beyond class time.

**PEHD 250 Rhythms and Gymnastics (3)**
Designed to instruct the student in the teaching techniques of rhythms and gymnastics. Practical application will be gained through the teaching of mini-lessons in the class.

**PEHD 320 Special Topics in Physical Education (3, repeatable up to 12)**
Studies in topics of current interest designed to supplement offerings in the department or to investigate an additional specific area of physical education.

**Prerequisite:** Permission of the instructor.

**PEHD 330 Kinesiology (3)**
This course explores the techniques of human motion analysis. Particular emphasis is placed on the anatomical, mechanical, and physical principles of motion analysis.

**Prerequisite:** BIOL 202 (Human Anatomy).

**PEHD 340 Work Physiology and Lab (4)**
The major objective of this course is to assist the student in gaining an understanding and appreciation of the physiological and metabolic adaptations accompanying physical work.

**Prerequisite:** BIOL 201 (Human Physiology).

**PEHD 345 Advanced Athletic Training (3)**
A continuation of basic athletic training. Special consideration will be given to orthopedic aspects of sport injuries, rehabilitative methodology, administrative procedures, and the use of specific treatment modalities.

**Prerequisite:** PEHD 245 (Beginning Athletic Training).

**PEHD 350 Management of Intramurals and Recreation (3)**
Presentation of principles and practice in planning, conducting, and evaluating intramural and recreation programs in public and private agencies and at all levels of education. The managerial and sociological aspects of each program will be emphasized. Appropriate observation
experiences will be provided in selected programs.  
Prerequisite: PEHD 201 or permission of instructor.

**PEHD 399 Tutorial (3, repeatable up to 12)**  
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).  
Prerequisite: Junior standing plus permission of the tutor and the department chair.

**PEHD 401 Independent Study in Physical Education (1-3, repeatable up to 9)**  
Designed to give the student individually structured study and experience in allied areas such as cardiac rehabilitation, athletic training, pre-physical therapy, coaching, commercial and industrial health, fitness, and recreation, or others approved by the department.  
Prerequisite: Permission of the department chair and the instructor.

**PEHD 430 Therapeutic Rehabilitation (3)**  
Designed to introduce the student to the prevention, care, and rehabilitation of sports-related injuries; and to prescriptive, exercise, and cardiac rehabilitation.  
Prerequisites: BIOL 201/202 and PEHD 245/345 or PEHD 340, and junior status. Students are requested to confer with the instructor prior to enrolling in this course.

**PEHD 431 Analysis of Physical Performance (3)**  
The course explores the unique measurement tools used for the assessment of human physical performance. Particular emphasis is placed on the design and use of instruments for assessment in body mechanics, sports skills, fitness and motor skills, as well as in the use and interpretation of standardized tests in the field. The application of statistical analysis procedures essential for the evaluation of such measures is included.  
Prerequisites: MATH 104 or equivalent; knowledge of microcomputers.

**PEHD 456 Teaching Physical Education K-12 (4)**  
The course will cover the use of the systems approach in the development of the physical education program in grades K-12. Emphasis will be placed on curricular design and teaching techniques. Clinical experience involving evaluation of teaching techniques will be required.  
Prerequisites: PEHD 201, 235, and/or permission of the instructor.

**PEHD 457 Adapted Physical Education (3)**  
Course designed to prepare students to construct and implement an appropriate physical education and recreation curriculum for the learner that is disabled. Clinical experience required.  
Prerequisites: PEHD 201 or EDFS 201, PEHD 456, and/or permission of the instructor.

**PEHD 458 Organization and Administration of Physical Education (3)**  
A course covering the organization, planning, implementation, and administration of physical activity and sport programs.  
Prerequisites: For the teacher certification major, PEHD 456 with a corequisite of EDFS 460. For all other physical education majors, the prerequisite is senior status.

**PEHD 499 Bachelor’s Essay (6)**  
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

**Health**  
Health courses are designed to provide knowledge about health, with the hope that increased knowledge will lead to better attitudes toward health and better health behaviors.

**Health Minor**  
A minor in health is available to all students, particularly to those in health-related fields. In order to declare a health minor, the student must meet with the health coordinator to complete a program of study. The minor shall consist of 18 semester hours. These 18 semester hours must include PEHD 216 and 15 semester hours of elective health courses. Physical education majors following the Health Promotion Professional Track under the optional track receive a concentration in health rather than a minor. The maintenance of a minimum GPA of 2.0 in the health minor course work is required for successful completion of the minor.  
NOTE: If a student plans to choose PEHD 403 Health Internship and Practicum as part of the minor, the student should be aware that there are limited internship opportunities. As a result, admission to this course is restricted by certain prerequisites. Please see PEHD 403 below for these prerequisites.

**Health Courses**

**PEHD 216 Personal and Community Health (3)**  
An overview of the factors that affect one’s ability to achieve and obtain optimal health. Emphasis will be on decision-making and personal responsibility.

**PEHD 217 Human Sexuality (3)**  
The format focuses on providing information necessary for establishing a sound knowledge base on topics including sexual anatomy and physiology, birth control, basic psychological concepts of sexuality, sexually transmitted diseases, and family planning. The information is presented in relation to the decision-making process as applied to understanding one’s own and others’ sexuality.
PEHD 220 Special Topics in Health Education (3, repeatable up to 12)
Studies in topics of current interest designed to supplement offerings in the department or to investigate an additional specific area of health education. May be repeated for credit with different research topics.

PEHD 225 Consumer Health (3)
An examination of the factors involved in the selection and evaluation of health services and products. Topics will also include quackery, consumer protection laws and organizations, and health insurance considerations.

PEHD 240 Worksite Wellness (3)
The students will learn how to facilitate implementation and evaluation of wellness programs for individuals and worksite locations. An examination of the physical and psychological factors that affect health throughout the life cycle will be made.

PEHD 257 Nutrition Education (3)
A study of nutrients and current dietary guidelines. The course will include a personal dietary analysis and focus on the relationship of food choices to lifestyle diseases and/or premature death. Emphasis will be on decision-making and personal responsibility.

PEHD 317 Sexual Behavior and Relationships (3)
A study of contemporary issues in the field of human sexuality, such as sexual motivation, sexual orientation, sex roles, sexual dysfunction and therapy, the nature of sexual attraction, theories of love, critical factors in the maintenance of intimate relationships, and alternative lifestyles. Prerequisite: PEHD 217 (Human Sexuality) or permission of the instructor.

PEHD 325 Worksite Health Promotion (3)
The educational, organizational, economical, and environmental supports for behaviors conducive to health will be examined in the public and private sector. Health promotion will include the assessment, prescription, implementation, and evaluation of programs.

PEHD 347 Emergency Preparedness and First Aid (4)
First aid procedures for illness and injury, as well as preparations for emergency situations. Environmental, psychological, and sociological factors in accidents will be addressed. Lectures three hours per week; lab three hours per week.

PEHD 390 Chronic and Communicable Diseases (3)
The study of prevalent chronic and communicable diseases and their prevention. The causes, progression, departures from normal body functioning, relationship of disease to functional ability, and preventive and curative aspects of specific diseases will be discussed.

PEHD 397 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.

PEHD 403 Health Internship and Practicum (6)
Students are placed in cooperating local agencies in areas of interest (public health, employee wellness, school health, physical therapy, etc.). The practicum is a laboratory class that requires participation in the daily activities of an assigned agency and in on-campus seminars. (Participation in the practicum requires satisfactory completion of 12 semester hours in health and/or physical education related courses.) Prerequisites: Junior standing and a minimum GPA of 2.5 overall. In addition, an application must be submitted to the health coordinator at least one year before the semester in which the internship would be taken. The application must be approved by the PEHD Department.
Degrees offered (majors)

Bachelor of Arts
Classical Studies
Communication
Communication Studies
Media Studies
Corporate Communications
English
French
German
History
Western Civilization before 1715
Europe since 1715
Asia, Africa, Latin America
United States
Philosophy
Religious Studies
Political Science
Spanish
Urban Studies

Bachelor of Science
Anthropology
Psychology
Sociology

Minors
Anthropology
Communication Studies
Creative Writing
Criminal Justice (see Interdisciplinary Minors)

Teacher Education Programs
Classics
English
French
German
History
Political Science
Spanish

Other Language Courses
Arabic
Chinese
Hebrew
Italian
Japanese
Russian
The School of Humanities and Social Sciences exemplifies the diversity of academic programs and general education courses that characterize the very best liberal arts colleges. The largest of the five schools, it includes departments that offer a wide range of majors and minors. In addition, the School houses a variety of distinctive interdisciplinary programs. Thus, the School embraces the most traditional of liberal arts degree programs—the A.B. degree in Classics—as well as contemporary interdisciplinary subjects that reflect the continuing evolution of the disciplines to encompass new areas of knowledge. Dedicated faculty provide sound academic advising to a large number of students majoring in programs in the School.
Anthropology, through its global and comparative approach, explores human biological and cultural diversity both in the past and in the present. Anthropology is traditionally divided into four subdisciplines (physical anthropology, archaeology, anthropological linguistics, and cultural anthropology) through which it is linked to other social sciences, the natural sciences, and humanities.

Physical anthropologists, also known as biological anthropologists, study primates, the fossil record, genetics, and various aspects of human biology in order to understand human evolution and variation. Archaeologists systematically recover and interpret the material remains left by past societies in order to reconstruct their lifeways and to understand significant long term trends such as the origin of agriculture and the rise and fall of civilizations. Anthropological linguists record previously unwritten languages, study the development of languages, and observe the way language functions as a symbolic system in society. Cultural anthropologists compare cultural similarities and differences around the world combining the study of subsistence and ecology, social and political organization, religion and world view, and the dynamics of culture change into the holistic perspective characteristic of this broad discipline.

Anthropology teaches that assumptions about human values and behavior based solely upon familiarity with one's own society are increasingly inadequate. Acceptance of cultural differences is essential in our modern world where understanding the people with whom we share this planet has become a matter of mutual survival.

Major Requirements

The student selecting anthropology as a major is required to take 33 hours, including ANTH 101, 201, 202, 203, 205, 210, and 491. Students must also take four 300-level (or higher) courses, one of which must be a geographic area course (320's). Students majoring in anthropology are encouraged to include courses in sociology, history, political science, international studies, psychology, economics, statistics, and computer programming in their program of study.

Minor Requirements

A minor in anthropology requires the completion of 18 hours of course work including ANTH 101 and any two 200-level courses in anthropology. The remaining nine hours are electives which can be fulfilled by taking any three additional anthropology courses.

Anthropology Courses

101 Introduction to Anthropology (3)
An introduction to the study of humankind, including archaeology, ethnology, linguistics, and physical anthropology.

201 Comparative Social Organization (3)
A comparative review of the principles used in social organization among various peoples of the world. Non-Western societies and their transformations through contact with the West will be examined. 
Prerequisite: ANTH 101 or permission of the instructor.

202 Archaeology (3)
An introduction to basic theory and methods in the archaeological recovery and interpretation of past cultural remains. 
Prerequisite: ANTH 101 or permission of the instructor.

203 Introduction to Physical Anthropology (3)
An introduction to the study of human physical development including a survey of human evolution, race, our relationship to other primates, and the effects of culture upon our physical development.

205 Language and Culture (3)
A study of language in its social and cultural context. Relationships between language and the transmission of meaning, world view, and social identity will be examined.
Prerequisite: ANTH 101 or permission of the instructor.

210 History of Anthropological Theory (3)
A survey of major theories of anthropologists to explain human social and cultural behavior.
Prerequisite: ANTH 101 or permission of the instructor.

302 Archaeology of North America (3)
A survey of what is known archaeologically of the diverse prehistoric societies of North America from first settlement before 12,000 B.C. up to European contact and beyond.
Prerequisite: ANTH 101 and 202 or permission of the instructor.

314 Anthropological Perspective on Time (3)
An examination of the various conceptions of time to be found in different cultures. Particular attention will be paid to the way different cultural conceptions of time are related to ecology, subsistence, and social organization.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

315 Peasant and Complex Cultures (3)
A cross-cultural exploration of peasants and the role their productive activities play in the development of complex, class-structured societies.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

316 Ecological Anthropology (3)
A study of the relationship between cultures and their physical/ ecological environments.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

317 Cultural Ecology and Tropical Forest Adaptations (3)
An examination of tropical forest prehistory, contemporary tropical forest groups in New Guinea, Southeast Asia, South and Central America, and big business in tropical forests.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

318 Theories for the Origin of Agriculture (3)
An examination of the development of agriculture from hunting and gathering to food production and its association with the development of "civilization." Theories for the origin of agriculture with particular attention to demographic arguments and coevolutionary perspectives will be studied.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

319 Special Topics in Anthropological Theory (3)
An intensive comparative investigation of some limited problems in anthropological theory-building. Topics will be chosen ahead of time in response to both faculty and student interest.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

320 Peoples and Cultures of North America (3)
A survey of the pre- and post-contact history of Native American peoples in the major cultural areas of North America.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

321 Peoples and Cultures of the Pacific (3)
An overview of the pre- and post-contact cultures of the Southern Pacific (Melanesia, Polynesia, Micronesia).
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

322 Peoples and Cultures of Africa (3)
A review of the major socio-cultural developments in prehistoric and historic Africa.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

323 African American Society and Culture (3)
A survey of African American society and culture beginning with the African homeland and ending with an exploration of contemporary issues facing New World African communities. Credit cannot be received for both ANTH 323 and SOCY 363.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

324 Peoples and Cultures of Latin America (3)
A review of major socio-cultural developments in Latin America, past and present. Emphasis will be placed on Mesoamerica.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

325 Peoples and Cultures of Europe (3)
A review of major socio-cultural developments in historic and modern Europe. Emphasis will be placed on modern peasant societies.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

326 Peoples and Cultures of the Caribbean (3)
An examination of the history of the people of the Caribbean and the development of their diverse cultural traditions.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

327 Special Topics: Geographic Areas (3)
A survey of the major socio-cultural developments of a particular geographic area from a prehistoric, historic, and modern view.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

328 Special Topics: Geographic Areas (3)
A survey of the major socio-cultural developments of a particular geographic area from a prehistoric, historic, and modern view.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

333 Human Evolution (3)
A review of the evidence for human evolution from nonhuman primate ancestors to the end of the Paleolithic. Emphasis will be placed on the fossil and archaeological evidence for human biocultural evolution over the past two million years and the methods used to test evolutionary hypotheses about our origins.
Prerequisites: ANTH 203 or permission of the instructor.

334 Human Variation and Adaptation (3)
A study of human biological variation and adaptation. Topics include human polymorphisms, quantitative traits, growth and development of the human organism, and human population genetics. Special emphasis will be on human adaptation and evolution as explanatory principles in understanding human variation and a historical critical analysis of the concept of race as an organizing principle for classification of human beings.
Prerequisites: ANTH 203 or permission of the instructor.

335 Primate Behavior and Evolution (3)
A survey of the behavior and ecology of the Order Primates, with special emphasis on the evolution and adaptive value of behavior. Another major theme is a critical perspective on the use of nonhuman primates as models for human biology and behavior with an attempt to place such studies in an appropriate context.
Prerequisites: ANTH 203 or permission of the instructor.

340 Medical Anthropology (3)
A review of the ways in which illness and health are conceptualized in different societies. Cultural variations in therapies also will be studied. Medical system of the U.S. and interaction with non-Western medical systems will be discussed. Credit cannot be received for both ANTH 340 and SOCY 340.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

341 Culture and the Individual (3)
A comparative study of personality, child rearing, cognition, mental disorders, altered states of consciousness, and gender identity. Theory and research methods of psychological anthropologists will also be examined.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

345 Applied Anthropology (3)
An examination of the practical uses of anthropological methods, concepts, and theories to bring about technological, cultural, economic, or social change.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

346 Anthropology of Gender (3)
An examination of male and female gender roles in society from a cross cultural perspective.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

351 Urban Anthropology (3)
An in-depth examination of the emergence of urban society, contemporary urbanization, and the nature of urban life. Credit cannot be received for both ANTH 351 and SOCY 351.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

356 Anthropological Perspectives on Religion (3)
A comparative analysis of socio-cultural factors influencing the development of religious beliefs, rituals, and organizations. Credit cannot be received for both ANTH 356 and SOCY 356.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

357 Political Anthropology (3)
A comparative review of non-Western and Western political structures. Theories of state formation, political change, political participation, and protest will also be studied. Credit cannot be received for both ANTH 357 and SOCY 357.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

362 Social and Cultural Change (3)
A study of current and historic theories concerning the process of socio-cultural change. Attention given to the techniques involved in the analysis and control of directed cultural and social change. Credit cannot be received for both ANTH 362 and SOCY 362.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

381 Internship (1-6)
An opportunity for students to have a supervised field placement in areas related to the field of anthropology such as museums, marine archaeology, and urban archaeology.
Prerequisites: Junior standing, GPA of 3.0 in anthropology, an overall GPA of 2.5, a major or minor in anthropology, and permission of instructor. Course prerequisites may vary depending on the nature of the placement.

393 Introduction to Archaeological Field Methods (3)
An introductory overview of basic archaeological field methods including surface survey, excavation, map construction, photography, data interpretation, and preliminary artifact processing and analysis. Students will participate in ongoing archaeological field research conducted by the Charleston Museum within the South Carolina Lowcountry.
Prerequisites: ANTH 101 or ANTH 202 or permission of the instructor.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing plus permission of the tutor and the department chair.

490 Independent Study (1-3)
Individually supervised readings and study of some anthropological work, problem, or topic of the student's interest.
Prerequisites: Junior standing, GPA of 3.0 in anthropology, an overall GPA of 2.5, a major or minor in anthropology, and permission of the instructor.

491 Field Methods (3)
This course reviews the variety of ways in which anthropological field research is conducted.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

492 Seminar in Anthropology (1-3)
An overview of various theoretical areas of anthropology, with stress on student research and methodology.
Prerequisites: ANTH 101 and any 200-level course or permission of the instructor.

493 Field School in Archaeology (8)
A comprehensive archaeological field school which meets Society of Professional Archaeologists' standards. Students will participate in ongoing research conducted by the Charleston Museum and will receive systematic in-depth training in all phases of basic archaeological field research including surface survey, excavation, map construction, photography, data interpretation, and artifact processing and analysis. Continuous participation from the first day of Maymester (ANTH 393) through the last day of the Summer I session (ANTH 493) is required for the eight hours credit.
Prerequisites: ANTH 101 and ANTH 202 or permission of the instructor.

499 Bachelor's Essay (6)
A year-long research and writing project during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
The Department of English and Communication seeks to teach each student to read with insight, perception, and objectivity and to write with clarity and precision. After students have learned to examine analytically the ideas of others and to express their own ideas, they have the foundation necessary to pursue a liberal education. The English major provides upper-level students with an understanding of their literary heritage, an aesthetic appreciation of literary art, and a knowledge of the importance of literature in the life of any thinking individual. The department also offers those courses in the discipline necessary to meet state certification requirements. Students seeking certification should meet with an advisor in the School of Education no later than the beginning of their junior year.

Major Requirements

36 semester hours at or above the 200 level of which at least 30 hours must be selected from courses at or above the 300 level. The major must include ENGL 201 and 202; ENGL 301 or 302; ENGL 304 or 306; three semester hours of early American literature (ENGL 205 or 342 or 343); and three semester hours of later American literature (ENGL 206 or 344 or 345). At least two of the 10 courses taken at or above the 300 level must be research (R) courses. The major may include up to nine hours of creative writing courses at or above the 300 level.

ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.

For English majors, ENGL 201 and 202 are prerequisites for all English courses at or above the 300 level.

Only the grades in those courses which count toward the English major, as well as those in ENGL 101 and 102, will be used in determining the grade-point average (GPA) in the major.

All grades in communication courses will count towards a student's GPA in the major. Grades in other courses that are not a part of a student's declared track will not count towards that student's major GPA.

Minor Requirements

At least 18 semester hours, including ENGL 201 and 202, ENGL 205 or 206, and at least three other courses selected from those at or above the 300 level which are applicable to the major in English. ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.

ENGL 201 and 202 are prerequisites for all courses at or above the 300 level.

Minor Requirements in Creative Writing

At least 18 semester hours, including one theory course (ENGL 312, ENGL 319, or ENGL 382), one literature course.
(ENGL 325, ENGL 335, ENGL 345, or ENGL 346), and three writing courses (ENGL 220, ENGL 221, ENGL 223 for the declared poetry emphasis or ENGL 220, ENGL 223, ENGL 224 for the declared fiction emphasis), and ENGL 404.

Minor Requirements in Film Studies
At least 18 semester hours of film courses, including two introductory courses (PHIL 185 and ENGL 212), three advanced courses (ENGL 351, THTR 350, ENGL 390, ARTH 340, or LANG 370), and one independent study in film (ENGL 404 or COMM 405).

Teacher Education Program
Students who major in English can become certified to teach English in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in English, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, 9 College Way, for complete details about the program.

Humanities Requirements

English Courses
ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.

090 Basic Writing Skills (3)
A rigorous study of the fundamentals of standard English grammar and of the formulation of grammatical sentences, leading to the writing of the paragraph. Credit hours for this course will not be applied toward degree requirements.

101 Composition and Literature (3)
A study of expository and argumentative writing. Composition stresses organization, coherence, structure, mechanics, and the fundamentals of research. Essays and short stories are used for stylistic analysis and composition topics.

102 Composition and Literature (3)
Continued study of expository and argumentative writing and of the preparation and writing of research papers. Plays and poetry are used for composition topics.
Prerequisite: ENGL 101.

201 Major British Writers (3)
Intensive study of major works of representative authors, including Chaucer, Shakespeare, Milton, Swift, and Pope. Emphasis on close reading and analysis rather than on literary history. Lectures on intellectual background.

202 Major British Writers (3)
Intensive study of major works of representative authors, including Wordsworth, Coleridge, Keats, Tennyson, Browning, Yeats, Eliot, and one 19th or 20th century novel. Emphasis on close reading and analysis rather than on literary history. Lectures on intellectual background.

203 Survey of European Literature (3)
A survey of the literature of Europe in English translation (exclusive of British literature) from ancient Greece through the Renaissance.

204 Survey of European Literature (3)
A survey of the literature of Europe in English translation (exclusive of British literature) from neoclassicism through the 20th century.

205 American Literature to 1865 (3)
A survey of American literature from the beginnings to the end of the Civil War.

206 American Literature, 1865 to the Present (3)
A survey of American literature from the end of the Civil War to the present.

212 The Cinema: History and Criticism (3)
An introduction to the critical appreciation and history of the motion picture, with special emphasis upon the place of the film within the liberal arts, dealing generally with the types and forms of the feature film, its background and development, and aiming to create an increased critical awareness of the basic elements of the filmmaker's art.

215 Interdisciplinary Composition (3)
A course in writing strategies and skills, suitable for non-majors. Topics are interdisciplinary, with application to business and technical writing, the social and natural sciences, and the humanities.
Prerequisites: ENGL 101 and 102.

220 Poetry Writing I (3)
A workshop examining the careful use of language in poetry, designed to help students gain insight into their own writing and the craftsmanship of other poets (open to beginners and experienced writers).
Prerequisites: ENGL 101 and 102.

221 Poetry Writing II (3)
A continuation of ENGL 220.
Prerequisite: ENGL 220 or permission of the instructor.
223 Writing Fiction (3)
A workshop for new writers wishing to establish and enhance basic skills in the writing of short fiction—points-of-view, characterization, dialogue, setting, etc. Equal attention will be given to stories turned in for critique and to the development of the student's critical skills.
Prerequisites: ENGL 101 and 102.

224 Advanced Fiction Writing (3)
This workshop will take a more critical look not only at student works but at selected classic and contemporary short-story collections. Students will subscribe to a literary journal of their choice. Some attention will be given to proper manuscript preparation in anticipation of submitting for publication.
Prerequisites: ENGL 101, 102, and 223, or consent of instructor.

233 Survey of Non-Western Twentieth Century Literature (3)
An introduction to selected 20th-century masterpieces of non-Western literature in English.

234 Survey of Third World Masterpieces (3)
An introduction to selected third world literary masterpieces in English by Caribbean, Arabic-speaking, and Latin American authors dealing with issues of global concern such as political and religious oppression, hunger, disease, war, and economic deprivation.

240 Science Fiction (3)
An introduction to the main themes and issues of science fiction, including both "hard" or technologically oriented science fiction (time problems, robots, alien life forms, clones) and "soft" or socially oriented science fiction (conditioning, new forms of family and government, questions of gender and sexuality).
Prerequisites: ENGL 101 and 102.

290 Special Topics (3, repeatable up to 12)
An examination of a selected topic, designed to supplement or to investigate more fully offerings in the English curriculum. Choice of topics will reflect both student and faculty interest.

301 Shakespeare: The Early Period (3)

302 Shakespeare: The Later Period (3)

303 Modern English Grammar (3)
A study of grammatical analyses, with emphasis upon transformational-generative grammar.

304 Chaucer (3)
Selections from his major poetical works in the original.
323 The Victorian Period (3)
A reading of major 19th century British poets from 1830 to 1900, including Tennyson, Browning, Arnold, and the Pre-Raphaelites, with selections from the prose of Carlyle, Mill, Ruskin, Pater, and others.

325 Twentieth Century British Literature (3)
A study of representative writers of the period such as Conrad, Joyce, Woolf, Orwell, D.H. Lawrence, and Eliot.

327 The British Novel: I (3)
A study of the major British novelists of the 18th century.

328 The British Novel: II (3)
A study of the major British novelists of the 19th century.

335 Modern Poetry (3)
A study of the nature and development of 20th century British and American poetry, concentrating on selected major figures such as Yeats, Eliot, Pound, Hopkins, Frost, Stevens, and Williams.

336 Women Writers (3)
A study of a representative selection of women's fiction, poetry, and drama, focusing on questions of women's styles, preferred genres, and place in the literary tradition. Readings may vary from year to year.

337 British Drama to 1642 (3)
A study of selected plays from the medieval beginnings of British drama to the closing of the theatres in 1642, Shakespeare's plays excluded.

338 Modern Drama (3)
A study of the significant developments in British and American drama from Shaw to the Theatre of the Absurd.

339 Advanced Creative Writing (3)
**Prerequisites:** ENGL 220, 221 or 223, 224, and permission of the instructor.

340 Restoration and Eighteenth Century Drama (3)
British drama from the reopening of the theatres in 1660 to the end of the 18th century.

341 Twentieth Century Southern Literature (3)
A study of representative writers of the period, such as Faulkner, O'Connor, Welty, and Warren.

342 Colonial and Revolutionary American Literature (3)
Intensive study of major writers of the period.

343 Nineteenth Century American Literature I (3)
Intensive study of major writers of the first half of the century.

344 Nineteenth Century American Literature II (3)
Intensive study of major writers of the last half of the century.

345 Twentieth Century American Literature (3)
Intensive study of major writers since 1900.

346 Contemporary American Fiction (3)

347 Writing the Novel (3, 3)
A two-semester course for writers with motivation, ambition, and vision necessary to sustain an extended work of fiction. Taught both as a workshop and in private conferences. Students will complete and revise 50 pages of a proposed novel in the first semester, an additional 50-75 pages in the second.

**Prerequisites:** ENGL 101, 102, either 223 or 224, and consent of the instructor.

350 Major Authors (3,3)
An intensive study of one or two major British or American writers. (Students may receive no more than six hours credit for this course.)

351 Studies in American Film (3)
This course surveys American film from 1905-1945, tracing the international triumph of the Hollywood studio system. Special issues to be studied: studio rivalry as a creative force and the individual film maker's response to the studio system. (Credits for this course may be applied to the film minor but not to the English major.)

**Prerequisite:** ENGL 212 or permission of instructor.

352 Major African Writers (3)
An introduction to contemporary literary masterpieces of major African authors. Works will include fiction, poetry, and drama.

353 African Women Writers (3)
An introduction to the writings of African women, including Buchi Emecheta, Mariama Bâ, Fadhma Amrouche, Nadine Gordimer, and others.

354 Jewish-American Literature
A study of 20th-century Jewish-American literature; specific topics may vary from semester to semester.

355 Major Literary Themes (3,3)
A thorough investigation of a theme or topic of central importance in British or American literature. (Students may receive no more than six hours credit for this course.)
370 **Major Literary Genres (3, 3)**
A detailed examination of a significant literary form or type. (Students may receive no more than six hours credit for this course.)

382 **Theories of Rhetoric**
A survey of classical and contemporary rhetorical theory, focused on how various thinkers have analyzed the issues of form/content, audience, knowledge, cultural context, and strategies of discourse. Study of the differences among oral, written, and mediated communication, and the rhetorical aspects of effective expression and critical thinking. Readings range from Plato and Aristotle to Burke, Weaver, and Perelman.

390 **Studies in Film (3, 3)**
A detailed study of a film maker, topic, or genre. (Students may receive no more than six hours credit for this course; credits for this course may be applied toward the film minor but not to the English major.)

395 **Special Topics (3, 3)**
Subjects to be announced as offered. (Students may receive no more than six hours credit for this course.)

399 **Tutorial (3, repeatable up to 12)**
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).

400 **Seminar (3)**
A detailed study of an author, topic, or genre. Open to juniors and seniors with permission of the instructor.

401 **Studies and Problems (3)**
Special studies, developed by visiting lecturers or individual department members, designed to supplement or to investigate more fully offerings in the department. Announcement of the particular subject is made prior to registration for the term in which offered. Offered at the discretion of the department and open to students with permission of the instructor.

404 **Independent Study (1-3, repeatable up to 12)**
Research in a specified area in consultation with a department member who will guide the work and determine the hours of credit to be allowed. Open to juniors and seniors with permission of the instructor and the department chair. (Students may earn no more than six hours of credit toward the English major requirements in this course.)

495 **Field Internship (1-3)**
A field internship provides the advanced student an introduction to the nature, methods, and literature of one of the professions.

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**Prerequisites:**
- Junior or senior standing, a major in English, permission of the instructor and the department chair.

499 **Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. A student must have a grade point ratio of 3.25 in the major to qualify and must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A preliminary proposal must be submitted in writing and approved by the departmental Honors Committee prior to registration for the course. Students will confer regularly with their tutor both on the progress of their research (in the first term) and on the drafts of their paper (in the second term). The finished paper will normally be 50 or more pages and will reflect detailed research in the field.

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**Communication**

The communication major has three concentration areas:
- communication studies, media studies, and corporate communication.

The goals of the communication major are threefold:
- To provide students as critical consumers with an understanding of the scope and consequences of communication in society. Students need to 1) understand, evaluate, and contribute intelligently to the operation and development of media in contemporary culture, 2) understand the role of a free and responsible media, and 3) understand the patterns and significance of the local, state, national, and international flow of information.
- To provide students with the opportunity to develop practical skills in communication—specifically, speaking, writing, computer literacy, and critical thinking—thus preparing them for careers in the mass media, business, teaching, government, law, and in general service to their communities.
- To provide students with a firm foundation in the research methods and theoretical literature in communication studies, thus preparing them for lifelong learning and, possibly, for graduate study in communication.

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**Major Requirements**

**Concentration in Communication Studies**

The major requirements total 36 hours. At least 15 hours must be 300- or 400-level COMM courses.

1. Required Courses:
   - COMM 104 Public Speaking
   - COMM 210 Introduction to Communication Studies
   - COMM 214 Mass Media

2. Writing Courses—choose one of the following:
   - COMM 230 Writing for the Mass Media
   - ENGL 305 Advanced Composition
COMM/BADM 332 Business Communication

3. Theory Courses—choose one of the following:
   COMM/ENGL 382 Theories of Rhetoric
   COMM 384 Ethics in Communication

4. Basic Courses—choose two of the following:
   COMM 211 Oral Interpretation
   COMM 213 Debate
   COMM 220 Interpersonal Communication

5. Advanced Skill Courses—choose one of the following:
   COMM 330 Advanced Oral Interpretation
   COMM 331 Advanced Public Speaking
   COMM 333 Advanced Debate

6. Research Courses—choose one of the following:
   COMM 365 American Public Address
   COMM 380 Studies in Communication
   COMM 383 Media Criticism

7. Electives—choose at least nine hours from the following:
   ANTH 205 Language and Culture
   BADM 305 Corporate Communication Law
   BADM 331 Public Relations
   COMM 235 Public Relations Practices
   COMM 295 Special Topics in Communication (up to six hrs.)
   COMM 386 Media Law
   COMM 405 Independent Study
   COMM 495 Field Internship
   ENGL 390 Studies in Film
   PHIL 175 Business and Consumer Ethics
   PHIL 185 Philosophy and Film
   PHIL 210 Ethics and Law
   POLS 386 American Politics and the Mass Media
   POLS 343 Mass Media and the First Amendment
   PSYC 308 Psychology of Personality
   PSYC 310 Social Psychology
   PSYC 323 Mass Media and Human Development
   PSYC 335 Psychology of Language
   PSYC 340 Nonverbal Communication
   PSYC 342 Approaches to Human Communication
   SOGY 362 Social and Cultural Change
   THTR 388 Dramatic Theory and Criticism
   THTR 394 Literature of the Theatre

Concentration in Media Studies

The major requirements total 36 hours. At least 15 hours must be
300- or 400-level COMM courses.

1. Required Courses:
   COMM 104 Public Speaking
   COMM 210 Introduction to Communication Studies
   COMM 214 Mass Media
   COMM 230 Writing for the Mass Media

2. Theory Courses: Choose one from each grouping
   a. COMM 386 Media Law
      BADM 305 Corporate Communication Law
      POLS 343 Mass Media and the First Amendment
   b. COMM 383 Media Criticism
      COMM 384 Ethics in Communication
      POLS 389 Public Opinion in American Politics
      PSYC 323 Mass Media and Human Development

3. Advanced Writing Courses—choose two:
   COMM 322 Feature Writing
   COMM 329 Opinion Writing
   COMM/BADM 332 Business Communication
   COMM 334 Technical Writing
   COMM 376 Public Affairs Reporting
   ENGL 305 Advanced Composition

4. Visual Communication Courses—choose one:
   COMM 285 Basic Photojournalism
   COMM 375 Editing
   At least three additional courses (nine credit hours) must be taken
from the electives in the following three categories:

5. Media Electives:
   BADM 330 Advertising
   COMM 235 Public Relations Practices
   COMM 240 Introduction to Broadcast News
   COMM 295 Special Topics (3-6)
   COMM 340 Television News Reporting
   COMM 380 Studies in Communication (3-6)
   COMM/ENGL 382 Theories of Rhetoric
   COMM 383 Media Criticism
   COMM 385 Advanced Photojournalism
   COMM 399 Tutorial
   COMM 405 Independent Study in Communication (1-3)
   COMM 407 Seminar in Communication Management
   COMM 495 Field Internship (1-3)
   COMM 499 Bachelor's Essay (6)
   ENGL 390 Studies in Film
   THTR 350 Selected Topics In Communication Production

6. Trident Technical College Electives:
   RTV 101 Audio Techniques
   RTV 105 TV Studio Operation

7. Liberal Arts Electives
   No more than one liberal arts elective course above the basic
   graduation requirements may be taken to complete the media studies
   concentration.
   CSCI 101 Introduction to Computers
   ECON 101 Introduction to Economics
   HIST 201 U.S. to 1865
   HIST 202 U.S. since 1865
   MATH 104 Elementary Statistics

CSCI 101 Introduction to Computers
ECON 101 Introduction to Economics
HIST 201 U.S. to 1865
HIST 202 U.S. since 1865
MATH 104 Elementary Statistics
PHIL 175 Business and Consumer Ethics
PHIL 185 Philosophy and Film
PHIL 210 Ethics and the Law
POLS 101 American Government
PSYC 103 General Psychology
SOCY 101 Introduction to Sociology

Concentration in Corporate Communication
The major requirements total 36 hours.
1. Required Courses:
   COMM 104 Public Speaking
   COMM 210 Introduction to Communication Studies
   COMM 214 Mass Media
   BADM 301 Management and Organizational Behavior
   BADM 302 Marketing Concepts
   BADM 305 Corporate Communication Law
   ECON 201 Principles of Macroeconomics
   ECON 202 Principles of Microeconomics
2. Writing Courses—choose one:
   COMM 230 Writing for the Mass Media
   COMM/BADM 332 Business Communication
3. Theory Courses—choose one:
   COMM/ENGL 382 Theories of Rhetoric
   COMM 384 Ethics in Communication
4. Applications Courses—choose one:
   BADM 330 Advertising
   BADM 331 Public Relations
5. Electives—choose one:
   BADM 307 Human Resource Management
   BADM 320 Marketing Research
   BADM 401 Organizational Behavior and Change
   BADM 405 Small Business Management
   BADM 420 Independent Study
   BADM 425 Marketing Management
   COMM 407 Seminar in Communication Management

Minor Requirements
Students interested in a minor in communication may choose between sequences in communication studies and media studies. Both sequences focus on theoretical issues as well as practical applications of communication concepts.

Communication Studies
The communication studies minor concentration requires students to complete a minimum of 18 hours of course work. Required courses include: COMM 104 and COMM 210; six semester hours from COMM 211, COMM 213, COMM 220, or COMM 295; six semester hours from COMM 330, COMM 331, COMM/BADM 332, COMM 333, COMM 334, COMM 380, COMM 382, COMM 383, COMM 384, COMM 405, or COMM 495.

Media Studies
The media studies concentration requires students to complete a minimum of 21 semester hours. Required courses include: COMM 214 and COMM 230; three semester hours from COMM 383, COMM 384, POLS 389, POLS 386, POLS 343, or PSYC 323; three semester hours from COMM 322, COMM 329, or COMM 376; and nine semester hours from COMM 210, COMM 235, COMM 240, COMM 285, COMM 295, COMM 340, COMM 375, COMM 380, COMM 385, COMM 386, COMM 405, COMM 495, BADM 330 or POLS 386.

Communication Courses
104 Public Speaking (3)
The fundamentals of oral communication as they pertain to public speaking. An introduction to the techniques and skills involved in preparing and delivering various types of speeches. Attention is given to voice, diction, and platform presence.

105 Forensic Lab (1-4)
Preparation for participation in intercollegiate forensics and competitive speech activities including debate, prepared and limited time speaking events and oral interpretation events. Participation on and travel with the College Forensic team are required.

NOTE: This course does not count toward the major or minor requirements.

210 Introduction to Communication Studies (3)
The principles, contexts, and development of human communication as a symbolic process. Topics include models of communication; cultural forms of expression; orality and literacy; signs, symbols, and speech codes; nonverbal and animal communication; the international and computer-information economy; interpersonal and gender styles of communication.

211 Oral Interpretation (3)
A study of the form and content of poetry, prose, and dramatic literature as they affect the performance of the oral interpreter.

213 Debate (3)
Prerequisite: COMM 104 or permission of the instructor.

214 Mass Media (3)
The social, economic, and political roles of newspapers, magazines, radio, and television, with emphasis on their development, function, ethics, and legal restraints. An introductory course for those considering journalism as a career and those interested as critical readers.
Prerequisites: ENGL 101 and 102.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>220</td>
<td>Interpersonal Communication (3)</td>
<td>An introduction to the basic concepts and theories relevant to understanding the role of communication in the development and maintenance of relationships. Course topics include information processing, perception, verbal and nonverbal communication, listening skills, self concept, male/female communication, family communication, conflict management, and interpersonal persuasion.</td>
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<tr>
<td>230</td>
<td>Writing for the Mass Media (3)</td>
<td>Study of and practice in the fundamentals of news, feature, investigative, and editorial writing. Interviewing techniques and various methods of organizing and gathering the news are emphasized, along with the successful completion of writing assignments.</td>
<td>COMM 214 or permission of instructor.</td>
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<tr>
<td>235</td>
<td>Public Relations Practices (3)</td>
<td>A broad introduction to the field of public relations, with an emphasis on writing skills. Discussions include history and development of public relations, legal and ethical considerations, and an overview of the literature. By the conclusion of the course, each student will have compiled a professional portfolio of writing samples.</td>
<td>COMM 230 or permission of the instructor.</td>
</tr>
<tr>
<td>240</td>
<td>Introduction to Broadcast News (3)</td>
<td>This course will explore unique aspects of broadcast news writing styles, newsworthiness of issues, and news gathering. Students will cover stories and write for both radio and television broadcasts. Legal and ethical considerations and issues pertaining to broadcast news will be emphasized throughout the course.</td>
<td>COMM 230 or permission of instructor.</td>
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<tr>
<td>285</td>
<td>Basic Photojournalism (3)</td>
<td>Basic principles and practices of black-and-white photography, developing, and printing are studied under a variety of circumstances, emphasizing creative visual communication techniques for newspapers and magazines.</td>
<td>COMM 214 and permission of the instructor. Students must furnish their own 35 mm cameras, film, and paper.</td>
</tr>
<tr>
<td>295</td>
<td>Special Topics in Communication (3, 3)</td>
<td>Special topics in written communication, oral communication, communication theory, and media studies. (Students may receive no more than six hours of credit for two courses.)</td>
<td>COMM 230.</td>
</tr>
<tr>
<td>322</td>
<td>Feature Writing</td>
<td>The study of generating, developing, and organizing ideas for newspaper and magazine articles. Students will adapt their writing to many audiences and will write various types of feature articles, stressing organization, coherence, structure, and mechanics.</td>
<td>COMM 230.</td>
</tr>
<tr>
<td>329</td>
<td>Opinion Writing (3)</td>
<td>A course in editorial and opinion writing for the mass media. Students will analyze and discuss current events as a basis for critical thinking and for their writing. In addition, students will evaluate editorials and columns in leading newspapers and magazines and will study and practice the techniques involved in writing art, drama, music, and book reviews.</td>
<td>COMM 230.</td>
</tr>
<tr>
<td>330</td>
<td>Advanced Oral Interpretation: Group Performance (3)</td>
<td>A theory-based performance of literature course that focuses on both text and script group performances. The literature in performance includes edited texts and compiled scripts that may include poetry, drama, and literature. The performance requires group analysis, rehearsal, and dramatic oral presentation.</td>
<td>COMM 211 or permission of instructor.</td>
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<tr>
<td>331</td>
<td>Advanced Public Speaking (3)</td>
<td>An examination of formal communication in a variety of public contexts. Course topics include the responsibilities of the speaker in a variety of situations focusing on critical listening and theories of motivation and persuasion. Assignments will include both oral presentations and written analyses.</td>
<td>COMM 104 or permission of instructor.</td>
</tr>
<tr>
<td>332</td>
<td>Business Communication (3)</td>
<td>An intensive course in communication theory (oral and written) and the application of theory to oral presentations and to writing letters, memoranda, and reports.</td>
<td>ENGL 101 and 102</td>
</tr>
<tr>
<td>333</td>
<td>Advanced Argumentation and Debate (3)</td>
<td>An examination of the processes by which people give reasons to justify their acts, beliefs, attitudes, and values, and to influence the thoughts and actions of others. Course topics include theories of argument construction, types of argumentation practices, and the ways argument theory is practiced in public and scholastic debate formats.</td>
<td>COMM 213.</td>
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<tr>
<td>334</td>
<td>Technical Writing (3)</td>
<td>Preparation for and practice in the types of writing important to scientists, computer scientists, and engineers. Writings include abstracts, reviews, reports, professional letters, and proposals. When possible, students write about subjects related to their field of interest.</td>
<td>ENGL 101 and 102</td>
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<tr>
<td>340</td>
<td>Television News Reporting (3)</td>
<td>This course will emphasize television news gathering and the elements of planning, videotaping, interviewing, writing, producing, and editing news stories. Course work will include writing assignments, making news</td>
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judgment and editorial decisions, and on-camera reporting and anchoring. Legal and ethical concerns will be emphasized throughout the course.

Prerequisite: COMM 240 or permission of instructor.

365 American Public Address (3)
The study of American public address from the Depression to the present. Influential social and political leaders and their speeches will be studied for the purpose of understanding the techniques they used in preparing and presenting speeches; specific attention will be paid to the use of language, arguments, support materials, and the effectiveness of the speech.

Prerequisites: Junior or senior standing or permission of instructor.

375 Editing (3)
Principles, concepts, and practice of news and magazine editing, including copy reading, headline writing, makeup and design of pages, picture-editing techniques, and effective use of graphics and typography.

Prerequisite: COMM 230 or permission of instructor.

376 Public Affairs Reporting (3)
An intensive advanced-level writing course for print and broadcast media. Emphasis is on information gathering, evaluation, and processing and on writing complex and analytical stories.

Prerequisite: COMM 230.

380 Studies in Communication (3, 3)
Special studies in oral communication, written communication or print, communication theory, and broadcast journalism. (Students may receive no more than six hours for two courses.)

Prerequisite: Junior or senior standing or permission of instructor.

382 Theories of Rhetoric (3)
A survey of classical and contemporary rhetorical theory, focused on how various thinkers have analyzed the issues of form/content, audience, knowledge, cultural context, and strategies of discourse. Study of the differences between oral, written, and mediated communication, and the rhetorical aspects of effective expression and critical thinking. Readings range from Plato and Aristotle to Burke, Weaver, and Perelman.

Prerequisite: Junior or senior standing or permission of instructor.

383 Media Criticism (3)
A critical examination of a variety of forms of media from a rhetorical perspective to identify and understand cultural assumptions made by the media. Course topics include methods of criticism, types of media persuasion, effects of media on the consumers of this discourse, and critical evaluation of media messages.

Prerequisite: Junior or senior standing or permission of instructor.

384 Ethics in Communication (3)
An examination of issues of communication freedoms and the ethical responsibilities addressed by them. Course topics include defamation, invasion of privacy, stirring to prejudice and hatred, symbolic battery, intimidation and coercion, and an examination of different philosophical bases of ethical practices in communication.

Prerequisite: Junior or senior standing or permission of instructor.

385 Advanced Photojournalism (3)
Principles and practices of advanced photojournalism for newspapers and magazines. Emphasis is on creative vision and using advanced camera and darkroom techniques. Visually oriented ideas are developed into photo essays and features.

Prerequisite: COMM 285 or permission of the instructor.

386 Media Law (3)
The study of federal and state regulations of both print and broadcast media to understand how legal mandates and constraints have defined the roles of the media in society. Course topics include historical and contemporary analysis of libel, privacy, free press and fair trial, access to government information, regulation of advertising, and regulation of broadcasting.

Prerequisite: COMM 214.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in a regularly scheduled meeting (usually once a week).

Prerequisite: Junior or senior standing, plus permission of the tutor and the department chair.

405 Independent Study in Communication (1-3)
Research in a specified communication area in consultation with a department member who will guide the work and determine the hours of credit. Open to juniors and seniors with permission of the instructor and the department chair. (Students may receive no more than six hours of credit for this course.)

407 Seminar in Communication Management (3)
A seminar course on the problems, issues, and practices affecting the business and management of mass media, including labor and personnel, advertising, circulation, news/editorial, ratings and shares, ethics, and issues management. Lectures by visiting media professionals.

495 Field Internship (1-3)
This course provides the student with practical experience working with communication-related organizations (mass media, business, museums, chambers of commerce, government, and service-related organizations). Course may be taken more than once, but no more than three credits may be earned.
**Prerequisite:** Junior or senior standing and 2.5 GPA in communication major or minor.

**499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. A proposal must be submitted in writing and approved by the departmental Honors Committee prior to registration for the course. Students will confer regularly with their tutor both on the progress of their research (in the first term) and on the drafts of their paper (in the second term). The finished paper will normally be 50 or more pages and will reflect detailed research in the field.

**Prerequisites:** Senior standing, 3.25 GPA in the communication major, and approval by the departmental Honors Committee.
and similar institutions provide career options for the history major, as do careers in government service, journalism, ministry, education, politics, and the theater. A background in history also affords an excellent preparation for either medical or law school. Furthermore, many businesses hire people with a good background in some area of the humanities such as history.

**Humanities Requirements**

All history courses except 101 and 102 satisfy the humanities requirements.

**Major Requirements**

The program leading to the Bachelor of Arts in History consists of at least 30 hours in history (exclusive of HIST 101 and 102), including a seminar which requires the writing of a research paper (HIST 410, 420, 430, 440, or 460). Students declaring the history major must select, or will be assigned, a departmental adviser. In consultation with their advisers, students will choose an area of concentration from among the four listed below, completing a minimum of 15 hours in that area. In addition, students must select at least three hours in each of the other three concentrations (nine hours).

Seminars should normally be taken in the student's area of concentration in his or her junior or senior year. Exceptional students who have a particular research interest that cannot be addressed adequately in the research seminars being offered may petition the department to be allowed to satisfy this requirement by completing a senior paper (HIST 498). Students who are candidates for departmental honors will have an earned grade point average of 3.5 in history and will complete 12 hours of exceptionally fine work in the following: six hours for bachelor's essay and six hours in any combination of research seminar, topical seminar, tutorial, independent study, or by writing a senior research paper.

For additional information about the major in history, students should review the *Handbook For History Majors* available in the department office, Room 315, Maybank Hall.

**Areas of Concentration and Distribution**

**Western Civilization before 1715:**


**Europe since 1715:**


**Asia, Africa, Latin America:**

HIST 250, 260, 262, 263, 272, 273, 276, 277, 282, 283, 286,
287, 360, 372, 373, 377, 460, and 473.

United States:

NOTE: HIST 400, 402, 403, 496, 498, and 499 may be counted in any one of the four areas, depending upon the topic of study. Please note that some courses, such as HIST 230, 252, 256, and 291, appear under two areas and may be counted in either (but not both) for distribution requirements.

Minor in History
A minor in history consists of a minimum of 18 hours (exclusive of HIST 101 and 102). At least 12 hours must be in one area of concentration, including a research seminar (HIST 410, 420, 430, 440, or 460), or HIST 498 (senior paper), or HIST 403 (independent study, resulting in a seminar-length paper). The remaining six hours (to reach the minimum of 18 hours required) are electives which may be taken in any of the four areas of concentration.

Teacher Education Program
Students who major in history can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in history, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

History Courses
HIST 101 and 102, their equivalents, or permission of the instructor are prerequisites for all history courses at the 200 level and above.

101 The Rise of European Civilization (3)
A survey of the major developments in European history from antiquity to 1715. The course will examine ideas and events which contributed to the rise of Europe and the political, economic, and social institutions which developed in medieval and early modern Europe. Topics will include the Ancient World, the Middle Ages, the Renaissance, the Reformation, the Emergence of National Monarchies, and the Scientific Revolution. HIST 101 is a general education requirement. Neither credit hours nor grades earned in this course count toward the major in history or the GPA in that major.
This course must be taken before HIST 102.

102 Modern Europe (3)
A survey of European civilization from 1715 to the present. The course will examine the individuals, institutions, and ideas which contributed to the development of modern Europe and to the global spread of Western culture. Topics will include the Enlightenment, the French Revolution, the Industrial Revolution, modern ideological movements, the causes and consequences of the world wars, and contemporary developments. HIST 102 is a general education requirement. Neither credit hours nor grades earned in this course count toward the major in history or the GPA in that major.
Prerequisite: HIST 101.

200 Historiography: Methods of Inquiry in History (3)
A critical study of the nature of history, examining the origins of historical writing, the different theories of historical development taken by major philosophers of history, the problems of historical understanding for the would-be historian, and examples of the conflict of opinion over the interpretation of major trends and events.
Prerequisites: HIST 101 and 102.

201 United States to 1865 (3)
A general and thematic study of the culture, society, and politics of the United States from colonial origins through the Civil War.
Prerequisites: HIST 101 and 102.

202 United States Since 1865 (3)
A general and thematic study of the culture, society, and politics of the United States from the Civil War to the present.
Prerequisites: HIST 101 and 102.

210 Special Topics in U.S. History (3)
Introductory examination of a specialized field in the history of the United States. Specific topic will be listed with the course title when offered.
Prerequisites: HIST 101 and 102.

211 American Urban History (3)
A survey of urban development from colonial times to the present. This course examines urbanization as a city-building process and its impact on American social, political, and economic life.
Prerequisites: HIST 101 and 102.

212 American Labor History (3)
The course will offer a survey of the history of American working people from colonial times to the present, with emphasis on workers' responses to industrialization and urbanization and the development of the modern labor movement.
Prerequisites: HIST 101 and 102.

213 American Jewish History: Colonial Times to the Present (3)
A study of the major events and personalities in American Jewish history since colonial settlement; the wave of Jewish immigration and
development of the contemporary Jewish community.

Prerequisites: HIST 101 and 102.

214 American Ethnic History: 1607 to the Present (3)
American ethnic adjustments and immigration patterns from colonial times to the present. Treated are diverse peoples, the frontier, urbanization, anti-ethnic responses, and post-1945 trends of ethnic militancy and societal accommodation.

Prerequisites: HIST 101 and 102.

216 African American History to 1865 (3)
Beginning with the African background, this course surveys the experience of African Americans from the colonial era through the Civil War. Particular attention will be devoted to the Atlantic slave trade, the North American slave experience, free blacks, abolitionism, and the social and political implications of the Civil War as these affected black people.

Prerequisites: HIST 101 and 102.

217 African American History Since 1865 (3)
This course examines the historical experience of African Americans beginning with the period following the Civil War and continuing until the present time. Among the topics covered are: Reconstruction, blacks in the New South, African American leadership, the impact of the world wars, the consequences of the Great Depression and New Deal, and the rise of civil rights activism.

Prerequisites: HIST 101 and 102.

221 Women in the United States (3)
An examination of the ways in which gender intersects with race, class, ethnicity, and region in explaining political, economic, social, and cultural developments in the United States. Topics include Native American and African American women, frontier and immigrant women, education, the suffrage campaign, the feminine mystique, the Civil Rights Movement.

Prerequisites: HIST 101 and 102.

222 History of South Carolina (3)
South Carolina from the colonial period to the present. Topics discussed include plantation slavery, Southern nationalism, pro-slavery ideology, the nullification crisis, the secessionist movement and the Civil War, the disintegration of slavery and the transition to a free labor economy, regional diversification, and the slow process of modernization that continued throughout the 20th century.

Prerequisites: HIST 101 and 102.

224 History of the South to 1865 (3)
A study of the origins of plantation slavery, the emergence of mature plantation society with a distinctive ideology and culture, the causes of the Civil War, and the early stages of emancipation.

Prerequisites: HIST 101 and 102.

225 History of the South Since 1865 (3)
A study of the transition from slave to free-labor society, the emergence of sharecropping, agrarian movements, the rise of segregation, the collapse of the plantation system, and the modernization of Southern society since 1940.

Prerequisites: HIST 101 and 102.

230 Ancient Egypt and Mesopotamia (3)
A study of the ancient peoples and cultures of the Near East with emphasis on the Egyptians, Sumerians, and Babylonians.

Prerequisites: HIST 101 and 102.

231 Ancient Greece (3)
Greek civilization from its beginnings to Alexander the Great. Emphasis on political, economic, social, and intellectual movements.

Prerequisites: HIST 101 and 102.

232 Ancient Rome (3)
Roman history from its beginning until the Age of Constantine. Emphasis on political and social developments in the Republic and the early empire.

Prerequisites: HIST 101 and 102.

233 Special Topics in European History Since 1715 (3)
Introductory examination of a specialized field in European history. Specific topic will be listed with the course title when offered.

Prerequisites: HIST 101 and 102.

234 Early Middle Ages (3)
An examination of the way of life and thought in the formation of Western society from A.D. 300 to A.D. 1100. Topics will include the fall of Rome, the rise of Christianity, the Barbarian invasions, Charlemagne, the Vikings, and the Investiture Controversy.

Prerequisites: HIST 101 and 102.

235 High Middle Ages (3)
An examination of the culture and society of Western Europe in town and countryside during the flowering of the Middle Ages. Topics will include the Crusades, the rise of towns, feudal monarchy, monasteries and cathedrals, the rise of universities, and the changing role of latif, women, and heretics.

Prerequisites: HIST 101 and 102.

240 Special Topics in European History Since 1715 (3)
Introductory examination of a specialized field in European history. Specific topic will be listed with the course title when offered.

Prerequisites: HIST 101 and 102.
242 History of Modern France (3)
French Revolution and Napoleon; autocracy, constitutionalism, and revolution, development of the French Empire, establishment of the Third Republic, World War I and World War II, Fourth Republic, DeGaulle, and the Fifth Republic.
Prerequisites: HIST 101 and 102.

243 Germany from 1618 to 1866 (3)
Political, social, and cultural development of Central Europe from the Treaty of Westphalia to the onset of German Unification. Topics include the rise of Austria, Prussia and the “Third Germany,” the impact of the French Revolution and Napoleon on Central Europe, the revolutions of 1848, and the Zollverein.
Prerequisites: HIST 101 and 102.

244 Political and Social History of Germany from 1866 to the Present (3)
Political and social development of Germany from the eve of unification to the present. Topics include the wars of unification, the rise of Social Democracy, the Bismarkian State, Wilhelmine Society, the Weimar, the Third Reich, the FRG and GDR, and the second unification.
Prerequisites: HIST 101 and 102.

245 Tsarist Russia to 1796 (3)
Kiev, the Mongol Invasions, and the rise of Muscovy. The development of Russian culture, society, and politics from Ivan the Terrible through the reigns of Peter the Great, with emphasis on the themes of orthodoxy, autocracy, and serfdom.
Prerequisites: HIST 101 and 102.

246 Imperial Russia to 1917 (3)
Nineteenth-century Russian politics, literature, and society from Catherine the Great to Nicholas and Alexandra, with emphasis on the themes of nationalism, imperialism, populism, socialism, and economic backwardness.
Prerequisites: HIST 101 and 102.

247 The Cosmos in History to 1800 (3)
The history of humankind’s efforts to create order out of the physical universe through the cosmological syntheses of prehistory, the ancient and medieval worlds, and the modern era through the 18th century.
Prerequisites: HIST 101 and 102.

249 Women in Europe (3)
An examination of the ideas, institutions, and events in Western civilization that specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, and the feminist and suffragist movements.
Prerequisites: HIST 101 and 102.

250 History of Science and Technology (3)
An introduction to the major scientific and technological developments in Western civilization from the ancient world to the present. An emphasis on the development of the scientific method, the Scientific Revolution, the Industrial Revolution and mechanization, and the historical interplay between science, technology, society, and thought.
Prerequisites: HIST 101 and 102.

251 European Jewish History: Medieval to the Twentieth Century (3)
Topics include definitions of Jewish culture, medieval Jewish life and thought, early modern Jewish religious movements, modern religious movement, Zionism, and the Holocaust.
Prerequisites: HIST 101 and 102.

252 Colonial Latin America (3)
A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest, exploration and conquest by Europeans, the development of multiracial societies, the colonial economies, the institutions of Iberian-American empires, the social, economic, and intellectual roots of revolution and independence movements.
Prerequisites: HIST 101 and 102.

253 Modern Africa (3)
A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and
independence, and contemporary issues. 
Prerequisites: HIST 101 and 102.

276 Medieval Islamic Civilization (3) 
The prophet Muhammad and the rise of Islam, its institutions, doctrines, politics, and cultural achievements. Decline of the Arab Muslim Empire and Caliphate, the Mongol invasions and development of separate Mamluk, Persian, and Turkish states. 
Prerequisites: HIST 101 and 102.

277 The Modern Middle East (3) 
Tradition, modernization, and change in the contemporary Islamic world. The impact of nationalism, secularism, and Westernization in the Middle East, from the disintegration of the Ottoman Empire and emergence of successor states, to the Arab-Israeli conflict, the oil crisis, and Great Power confrontation. 
Prerequisites: HIST 101 and 102.

282 History of China to 1800 (3) 
A general survey of political, economic, social, and intellectual developments in China from the earliest times to 1800. 
Prerequisites: HIST 101 and 102.

283 History of Modern China (3) 
A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian empire into a modern national state. Topics include imperialism, nationalism, revolution, communist, and the Four Modernizations. 
Prerequisites: HIST 101 and 102.

286 History of Japan to 1800 (3) 
A survey of political, economic, and cultural developments in Japan from the earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization. 
Prerequisites: HIST 101 and 102.

287 History of Modern Japan (3) 
A study of modern Japanese history from 1800 to the present. Topics include the creation of the modern state, Westernization, liberalism, Taisho democracy, militarism, imperialist wars and expansion, and post-war transformation. 
Prerequisites: HIST 101 and 102.

291 Special Topics in Medical History (3) 
An examination of the historical background of medical and health-related issues in their social, cultural, and political context. The geographical and chronological focus is Western Europe and the United States from the 18th century to the present. 
Prerequisites: HIST 101 and 102.

301 Colonial America, 1585-1763 (3) 
The European background, the founding of the colonies, the growth of economic, social, and political institutions, the roots of American intellectual development, and the colonies within the British imperial system. 
Prerequisites: HIST 101 and 102.

302 Era of the American Revolution, 1763-1800 (3) 
Imperial policy redefined, the ideas and grievances that led to American independence, the problems of the Confederation, the formation of the federal union, and the emergence of political parties. 
Prerequisites: HIST 101 and 102.

303 History of the United States: The Young Republic, 1800-1845 (3) 
The origin of American political parties, the War of 1812, nationalism, “The Era of the Common Man,” reform movements, Manifest Destiny, slavery, and sectionalism. 
Prerequisites: HIST 101 and 102.

304 History of the United States: The Civil War and Reconstruction, 1845-1877 (3) 
The growth of sectional antagonisms, the causes of the war, the politicians and military leadership during the war, and the Reconstruction period. 
Prerequisites: HIST 101 and 102.

305 United States: The History of the Response to Industrialism, 1877-1918 (3) 
The rise of corporate capitalism, the labor movement, populism, progressivism, urbanization, the new immigration, “Jim Crow” legislation, and America’s entry into World War I. 
Prerequisites: HIST 101 and 102.

306 History of the United States: Affluence and Adversity, 1918-1945 (3) 
Domestic impact of World War I, Versailles Treaty and League of Nations, the Red Scare, Republican Normalcy, social tensions and cultural conflicts in the 1920s, the Great Depression, Roosevelt and the New Deal, World War II. 
Prerequisites: HIST 101 and 102.

307 History of the United States: Cold War America, 1945-Present (3) 
The Cold War, McCarthyism, growth of presidential power from Truman to Nixon, social tensions: from civil rights to Black Power, from feminine mystique to women’s liberation, the Indochina War, the New Left, the counter-culture, and the New Nixon, Watergate, Ford, Carter, the Reagan/Bush era, and the recent past. 
Prerequisites: HIST 101 and 102.
310 Special Topics in U.S. History (3)
Intensive examination of a specific topic in the history of the United States. Specific topic will be listed with the course title when offered.
Prerequisites: HIST 101 and 102.

311 Diplomatic History of the United States, 1776-1898 (3)
The foundations of American foreign policy, tendencies toward isolation and expansion, disputes with foreign countries and their settlement, and the activities of American diplomatic representatives.
Prerequisites: HIST 101 and 102.

312 Diplomatic History of the United States Since 1898 (3)
The emergence of America as a world power, the persistence of isolationist sentiment, the diplomacy of the world wars, and the commitment to the Atlantic Community and the other forms of collective security.
Prerequisites: HIST 101 and 102.

313 Strategic History of the United States (3)
The history of American strategy-making, in peacetime and war, from colonial times to the present, interrelating political, diplomatic, and economic aspects but with special emphasis on the role of the military in strategic planning since 1900.
Prerequisites: HIST 101 and 102.

314 European Social History to 1800 (3)
A study of material life, social conditions and elite and popular mentalities in Europe. Specific topics and time-period will be designated by the instructor.
Prerequisites: HIST 101 and 102.

336 Italian Renaissance (3)
An examination of the cultural, social, and political developments of the Renaissance in Italy and its impact on the rest of Europe. Topics will include the Italian city-states, despotism and republics, humanism from Petrarch to Machiavelli, Papal Rome, and Renaissance art and architecture.
Prerequisites: HIST 101 and 102.

337 The Age of Reformation (3)
An examination of Western Europe in the time of the Reformation. Topics will include the background of medieval thought and piety, Northern Humanism, the major Protestant and Catholic Reform movements, and the social impact of the Reformation.
Prerequisites: HIST 101 and 102.

340 Special Topics in European History Since 1715 (3)
Intensive examination of a specific topic in the history of modern Europe. Specific topic will be listed with the course title when offered.
Prerequisites: HIST 101 and 102.

341 Age of Enlightenment and Revolution (3)
The major social, political, and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Special emphasis on the intellectual history of the enlightenment.
Prerequisites: HIST 101 and 102.

342 Europe, 1870-1939 (3)
Political, social, cultural, and diplomatic history of Europe from the unification of Germany to the outbreak of World War II.
Prerequisites: HIST 101 and 102.

343 Europe Since 1939 (3)
Political, social, economic, and cultural impact of National Socialism and war, resistance and liberation, restoration and reconstruction, influence of the United States and the Soviet Union, cold war, European unification movement, and poly-centrism, changing relations with Africa and Asia, and social and cultural changes.
Prerequisites: HIST 101 and 102.

344 Modern European Cultural History (3)
European High and Low Culture from Romanticism to Existentialism. Topics include: definitions of culture, modernity, bourgeois culture, mass culture, and radical critiques of modernity.
Prerequisites: Two or more upper level courses in modern european history or the permission of the instructor.
345 Modern German Cultural and Intellectual History (3)
Intensive examination of a specific topic in Germany's cultural history. Topics include: Fin de Siecle Vienna and Berlin, modernism and its discontents, German culture 1870-1945, and Weimar culture. Specific topics and time periods vary each year.
**Prerequisites:** HIST 101 and 102.

346 History of the Soviet Union (3)
An examination of the political, social, and cultural developments in Russia from the eve of the Revolution to the present day. Topics include: the Bolshevik Revolution, Lenin and Russian Communism, Stalinization, and the Cold War.
**Prerequisites:** HIST 101 and 102.

354 Tudor England, 1485-1603 (3)
A survey of political, economic, and social developments in England from 1485 to 1603. Areas of concentration will include the Wars of the Roses, the Reformation, and the English Renaissance.
**Prerequisites:** HIST 101 and 102.

355 Stuart England, 1603-1714 (3)
A survey of Stuart society and politics. Topics will include major political developments such as the English Civil War, Restoration, and the Glorious Revolution, the philosophical and literary works of Locke, Hobbes, Dryden, and Milton, the relationship between Protestantism and capitalism, the emergence of the modern family, and cultural developments in theatre, music, and architecture.
**Prerequisites:** HIST 101 and 102.

356 Georgian England (3)
**Prerequisites:** HIST 101, 102, and 255 or permission of instructor.

357 Victorian Britain (3)
A social and cultural history of Britain at the peak of its power and influence.
**Prerequisites:** HIST 101, 102, and 255 or permission of instructor.

359 Modern Jewish History: French Revolution to the Present (3)
Developments in Jewish civilization from 1789 to the present. Topics include: societal, economic, intellectual, cultural, political, and diplomatic developments. Treated in this course are international communities, including Israel, remnant communities in the Arab world, Latin America, North and South Africa, Europe, and the United States.
**Prerequisites:** HIST 101 and 102.

360 Special Topics in Asia, Africa, and Latin America (3)
Intensive examination of a specific topic in the history of Asia, Africa, or Latin America. Specific topic will be listed with the course title when offered.
**Prerequisites:** HIST 101 and 102.

372 North Africa (The Maghrib) Since 1800 (3)
The people of the Maghrib, the era of the Ottoman conquest, European conquest and colonialism, nationalism, and current problems in the region, also the Maghribi role in the Organization of African Unity and the Arab League.
**Prerequisites:** HIST 101 and 102.

373 West Africa Since 1800 (3)
An advanced course in modern West African history, dealing with both English and French West Africa and following both a thematic and chronological approach.
**Prerequisites:** HIST 101 and 102.

377 Iran/Persia: From Cyrus to Ayatollah Khomeini (3)
A survey of the evolution of Persian religion, culture, society, and institutions, from ancient Achaemenid civilization to the release of the American hostages. Topics examined will include Zoroastrianism, Shi'ism, Sufism, Bahaiism, nationalism, OPEC, the Shah, and the Islamic Revolution.
**Prerequisites:** HIST 101 and 102.

400 Seminar (3)
A topical seminar focused around a central historical problem.
**Prerequisites:** HIST 101 and 102.

402 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
**Prerequisite:** HIST 101 and 102, junior standing, and permission of the tutor and the department chair.

403 Reading and Independent Study in History (3)
Designed primarily for the student whose interest has been aroused in a particular topic or field. This independent study may take the direction of producing a research paper, of reading a number of books and discussing them on a regular basis with the professor, of reading a number of books and writing critical reviews of them, etc. The amount of reading or the nature of the project will be agreed to by the student and the professor.
**Prerequisites:** HIST 101 and 102 and permission of the instructor and the department chair.

410 Research Seminar in U.S. History (3)
A topical seminar focused around a central historical problem in U.S. history with a major research paper required. Specific topic will be listed with the course title when offered.
420 Research Seminar in Low Country History (3)
A topical seminar focused around a central historical problem in the history of the Low Country (the tidewater and the adjacent islands between Winyah Bay and Florida). The course will consider the European, African, and Caribbean components of Low Country culture. Specific topic will be listed with the course title when offered.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the instructor and the department chair.

430 Research Seminar in European History Before 1715 (3)
A topical seminar focused around a central historical problem in the history of Europe before 1715 with a major research paper required. Specific topic will be listed with the course title when offered.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the instructor and the department chair.

440 Research Seminar in European History Since 1715 (3)
A topical seminar focused around a central historical problem in the history of Europe since 1715 with a major research paper required. Specific topic will be listed with the course title when offered.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the instructor and the department chair.

460 Research Seminar in Asia, Africa, and Latin America (3)
A topical seminar focused around a central historical problem in the history of Asia, Africa, or Latin America with a major research paper required. Specific topic will be listed with the course title when offered.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the instructor and the department chair.

473 Pan Africanism/OAU (3)
This course will critically examine the cultural and political contexts involved in the unification and homogenization of continental Africans and those of the diaspora, the reasons for the founding of the Pan-African Movement, the convening of the Pan-African Congress of 1900, the significance of the 1945 Manchester Congress, and the formation of the Organization of African Unity (AU) in 1963 and its contemporary role in the regional unification of the continent.
Prerequisites: HIST 101 and 102.

496 Field Internship (3)
A field internship is designed to provide the advanced student with the opportunity to pursue a research topic in the context of an experiential learning situation—in a historical organization or foundation in the tri-county area.
Prerequisites: HIST 101 and 102, juniors or seniors in good academic standing, and permission of the instructor and the department chair.

498 Senior Paper (3)
The Senior Paper is intended for the exceptional student who has a well thought out research topic, and it may be taken only with prior approval of the History Department. At least one month before the end of the semester prior to the semester in which the paper is to be written, the student must select a topic and obtain approval of that topic from a professor willing to direct the paper. The student must then petition the department for the right to register for the course and have that petition approved by department. The Senior Paper may be directed by any member of the department. Another member of the department will serve as second reader. A copy of the paper will be kept in the department office.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the department.

499 Bachelor's Essay (6)
Independent research for students who are candidates for departmental honors.
Prerequisite: HIST 101 and 102, juniors and seniors only, and permission of the department.
DIVISION OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES
803-953-5713

LANGUAGE LAB
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Norbert Sclippa (French)
Lawrence Simms (Classics)
Godwin Uwah (French)
E. Paige Wisotzka (French)

Assistant Professors
Abdellatif Attafi (French and Arabic)
Thomas Baginski (German)
Concepción de Godev (Spanish)
Elaine Griffin (Spanish)
Robyn Holman (French)
Anna Krauth (French)
Carla Lowrey (German)
Massimo Maggiari (Italian)
Elizabeth Martínez (Spanish)
Andrew Sobiesuo (Spanish)
Graciela Tissera (Spanish)
Joseph Weyers (Spanish)
Janice Wright (Spanish and Portuguese)

Senior Instructor
Dorothy Marbán (Spanish)

Instructors
Karen Berg (Spanish)
Esther Brown (Spanish)
Martine Hiers (French)

Shannon Lachicotte (Spanish)
Paula McGuire (Spanish)
Stephanie Mignone (German)
Anne Saunders (Classics)
Georgia Schlau (Language Laboratory Director, Spanish)
Ellen Sisk (Spanish)

About Language Study
Language, by its very nature, structure, and application, is the foundation of any society. Knowledge of another language offers direct access to another literature, the living memory of a nation. The appreciation of the heritage, beliefs, and ideas held by another society is of significant cultural value, especially when it leads to a clearer perception of one's own society.

People study languages for a variety of reasons. The ability to communicate directly with someone who does not know English has a certain practical value; for example, Americans faced with the realities of international commerce are discovering that they need foreign language skills in this highly competitive area.

Statement of Purpose
The Department of Languages provides students with:

1. instruction in modern foreign language communication skills—reading and listening comprehension, oral and written expression;
2. instruction in Latin and Ancient Greek and the classics;
3. opportunities, on campus and abroad, to apply foreign language skills to the study of other cultures;
4. an understanding and appreciation of another literature in the original language;
5. an introduction to selected works of world literature in translation; and,
6. guidance and training in non-literary applications of languages—government, business, teaching, professional or public service, and graduate study.

Programs
The Languages Department offers major programs leading to the Bachelor of Arts (B.A.) degree in Classical Studies, French, German, and Spanish; students may elect to pursue the artium baccalaureatus (A.B.) degree in any of these majors (see below). In addition, the Department offers minor programs in French, German, Greek, Latin, and Spanish. Specific information about each major and minor program is presented in the individual section descriptions.

The Department, in conjunction with the School of Business and
Economics, also offers a minor program in Languages and International Business, described below.

Artium Baccalaureatus (A.B.) Degree

To receive the A.B. degree major, in addition to completing all required courses in the major, a student must satisfy the following requirements in the classics:

1. Classical Languages: 18 semester hours in Latin or 18 semester hours in Greek;
2. Classical Civilization: six semester hours in courses in classical civilization, such as HIST 230 Ancient Egypt and Mesopotamia, HIST 231 Ancient Greece, HIST 232 Ancient Rome, PHIL 220 History of Ancient Philosophy, ARTH 345 Greek and Roman Art, courses in the classics such as CLAS 124 Classical Civilization, CLAS 153 Ancient Epic, etc. The registrar as well as the Languages Department will maintain a list of courses which can be used to satisfy this requirement.

3. An earned grade point ratio of 2.5 or higher in the courses used to satisfy the classical languages and classical civilization requirements.

Minor in Languages and International Business

To complete the minor program, the student must complete 12 semester hours credit in one of the modern languages, and 18 semester hours credit in business administration, economics, and accounting, as specified below.

Languages Department

FREN 313 or 314; FREN 325 or 328; FREN 331; and one other course in French at the 300 or 400 level.
GRMN 313 or 314; GRMN 324, 325, 328; GRMN 331; and one other course in German at the 300 or 400 level.
SPAN 313 or 314; SPAN 324, 325, or 328; SPAN 316; and one other course in Spanish at the 300 or 400 level.

School of Business and Economics

ACCT 200; BADM 301 or 302; BADM 322 or ECON 310; nine additional credit hours in international courses (BADM 311, 325, 326; ECON 303; and BADM 322 or ECON 310, if not taken above).

Students whose major is one of the modern languages may apply only six credit hours of their major to the minor program, and consequently must take a total of 18 credit hours in BADM/ECON, ACCT courses. Similarly, students whose major is in the School of Business and Economics may apply six credit hours in the major to the minor program, and consequently must take a total of 18 credit hours in the modern language.

For full information about prerequisites and other restrictions, consult with the appropriate offices in the Languages Department and the School of Business and Economics.

Basic Language Sequences

The basic sequence of elementary and intermediate language courses is offered in several instructional modes or programs.

Traditional classes: 101, 102, 201, and 202 courses meet three times weekly for three semester hours of credit each.

Intensive classes: 150 and 250 courses meet daily for six semester hours of credit each.

Teacher Education Program

The department offers courses in French, German, Latin, and Spanish necessary to meet secondary level teacher certification requirements as approved by NASDTEC (National Association of State Directors of Teacher Education and Certification). Candidates for certification should consult with the language major advisor before the beginning of the junior year.

Students who major in classical studies, French, German, or Spanish can become certified to teach foreign languages in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in either classical studies, French, German, or Spanish, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education for complete details about the program.

Policies

Placement

All entering students must take a placement test in the language(s) studied in high school. The results of the placement test will be carefully followed by the student and the advisor during the orientation period.

1. If the student places in, and subsequently passes with a grade of C or higher, the LANG 102 or LANG 105 course, six credits will be granted for the 101 and 102/105 courses. The validation course must be completed within the first two semesters of study at the College.

2. If the student places in, and subsequently passes with a grade of C or higher, the LANG 201 course, nine credits will be granted for the 101, 102, and 201 courses. The validation course must be completed within the first two semesters of study at the College.

3. If the student places in, and subsequently passes with a grade of C or higher, the LANG 202 course, 12 credits will be granted for the 101, 102, 201, and 202 courses. The validation course must be completed within the first two semesters of study at the College.

4. If the student places in, and subsequently passes with a grade of C or higher, a 300-level course, 15 credits will be granted for the 101, 102, 201, 202, and 300 level courses. The validation course must be completed within the first two semesters of study at the College.

5. Students who pass but do not receive a grade of C or higher in the validation course will receive the three credits for the course, but will not receive placement credits.

6. Students who place in a 300-level course will have satisfied the
College's minimum degree requirement in Languages whether or not they take a validation course.

7. The results of the placement tests are not binding. A student may choose to take a lower level course than the placement test indicates or to begin a new language.

8. Students who present two or more years of high school study in a language and who do not place in the LANG 102 or higher course may take the LANG 101 course, or may start the study of a new language. No placement credits will be granted.

Advanced Placement (CEEB)
The Advanced Placement Program of the College Entrance Examination Board (CEEB) is accepted by the College of Charleston. Policies of the state of South Carolina limits the credits to a maximum of six (6) in any one field. A student who has taken college-level courses in a foreign language or literature will be awarded advanced placement (AP) credit in accordance with the following scale:

Advanced Language Test (French, German, Spanish)
5 • will receive six semester hours credit, for 202 and 313;
• has fulfilled general education requirement in a foreign language; may enroll in an advanced course in that language.
4 • will receive six semester hours credit, for 201 and 202; has fulfilled general education requirement in a foreign language; may enroll in an advanced course in that language.
3 • Will receive six semester hours credit, for 102 and 201 or 201 and 202;
• must take the departmental placement test;
• if credits for 202 are awarded, has fulfilled the general education requirement in a foreign language, and may enroll in an advanced course in that language.

Advanced Literature Test (French, German, Spanish)
5 • Will receive six semester hours credit, for 202 and a 300-level literature class (FREN 324, GRMN 365, SPAN 361 or 371);
4 • has fulfilled the general education requirement in a foreign language;
• has fulfilled three of the 12 credit hours in humanities in the general education requirement;
• may enroll in an advanced course in that language.
3 • Will receive six semester hours credit, for 201 and 202;
• has fulfilled the general education requirement in a foreign language;
• may enroll in an advanced course in that language.

Latin Advanced Placement Test (All forms)
5 • Will receive six semester hours credit, for 201 and 202.
4 • has fulfilled the general education requirement in a foreign language;
3 • may enroll in an advanced course in Latin.

NOTE: Unless otherwise indicated, all students awarded Advanced Placement (AP) credits and who seek to continue study of that language at the College are encouraged to take the departmental placement tests to assure proper placement levels. Except as noted above, the placement test results will not change the credits awarded.

Students who receive Advanced Placement (AP) credits and who elect to take an additional course in that language at the College must be eligible to receive College of Charleston placement credits (see "Placement Policy," above).

English as a Second Language
Any student whose native language is not English and who has received formal instruction and is literate in the native language, may demonstrate proficiency in English by satisfactorily completing one semester of study at the College and thus fulfill the General Education Requirement in a foreign language. Contact the Dean of Undergraduate Studies for validation. The department also offers courses in English as a Second Language; see below.

Language Laboratory
Students of modern languages who are enrolled in 100- or 200-level courses and specifically designated upper-level courses are expected to make use of the Language Laboratory in developing listening comprehension and speaking skills. The laboratory fee supports programming services, upkeep, and operation of the facilities and the duplication and distribution of study cassettes.

Humanities Requirements
The following foreign languages courses are among those courses that can satisfy the humanities requirements: LITR 150, 250, 350, 390, 450; all Greek and Latin courses above the intermediate level; all numbers; FREN 324, 325, 421, 461, 462, 463, 464, 465, 466, 471, 472, 473, 474; GRMN 324, 365, 463, 464, 465, 466, 470; SPAN 320, 324, 325, 328, 361, 362, 371, 372, 451, 452, 453, 454, 455, 456, 473, and 490. Course numbers 370, 390, 490, 496, and 498 in all language areas do not satisfy the humanities requirements if they deal with language rather than literature, culture, or history. All classics courses which deal with literature, mythology, art, history, or civilization satisfy the humanities requirement; classics courses which deal with vocabulary development and etymology do not.

Departmental Electives
Honors
A student who participates in the College of Charleston Honors Program may elect the Tutorial and the Bachelor’s Essay in the Division of Languages.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). Course to be designated by specific subject
language.

Prerequisites: Junior standing plus permission of the tutor and the department chair.

499 Bachelor's Essay (6)
A year-long research and writing project done during the seminar year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in the design and supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course, to be designated by specific subject-language.

Applied Language Studies

Only through practice can one hope to acquire command of a language. This can take place on campus by participating in courses which emphasize development of communicative skills, awareness of different cultures, and the interconnections among various fields of study. These are some elective courses which would be, at registration, listed by specific language, field of study, or both:

113 Language Practicum I (3)
Intensive Maymester or Summer Session course designed to develop conversation skills in a foreign language through guided activities and practice. Instruction available in French, German, and Spanish.

NOTE: This elective course may not be applied to fulfill the language requirement, nor may it count toward the major.

213 Language Practicum II (3)
Intensive Maymester or Summer Session course designed to strengthen communicative skills in a foreign language and to enhance awareness of another culture or society. Recommended especially for the student preparing for study abroad. Instruction available in French, German, and Spanish.

NOTE: This elective course may not count toward the major or minor.

330 Collateral Study (1-3)
Individually supervised course of reading in a language other than English and in the subject area of a concurrent course offered by another department. The nature and extent of readings will be determined in consultation among student, instructor of the primary subject-matter course, and the language instructor who will supervise and evaluate the student's linguistic performance. Collateral study courses are recorded by language and specific primary course (e.g., FREN 330; PSYC 322). A collateral study course may be repeated up to maximum of six credit hours in conjunction with other primary courses.

370 Studies in Film and Literature (3)
Study of major works of literature and their adaptation to the screen, with emphasis on the similarities and differences between the two media. The course will be conducted in English.

390 Special Topics in Languages and Cultures (3)
Intensive study of a particular subject or theme. (Specific topics will be listed with the course title when offered, e.g., GRMN 390: Special Topics in German: German commercial practice.)

Study Abroad

The department encourages foreign language study abroad. Careful academic preparation and financial planning are essential. The student can earn academic credit for such study in two ways: by enrolling in an institution abroad which has a credit transfer agreement with the College, such as the International Student Exchange Program (ISEP); or by enrolling in College courses listed below especially designed for study abroad. For more information about Study Abroad, refer to page 30 of this Catalog.

220 Special Assignment Abroad (3)
An internship or other experiential learning project designed to enhance command of a foreign language in a special cultural setting through life and work in another country or society. Assignment to be undertaken and nature of its evaluation to be determined in consultation with the instructor.

NOTE: Course to be recorded by language and place of study (e.g., GRMN 220: Special Assignment/Austria.)

328 Foreign Language Study Abroad (3)
Designed to develop confidence in communicative skills and greater facility in dealing with ideas in another language through study of the cultural heritage and contemporary concerns of a foreign nation or society. Course is recorded by language and place of study (e.g., SPAN 328: Spanish/Spain).

Prerequisite: An appropriate 202 or 250 language course or permission of the instructor.

329 Current Issues Abroad (3)
A study of the most important current political, socio-economic, and cultural issues in the country visited. Information from the communications media (newspapers, magazines, TV, etc.) will be used and discussed whenever possible. The course is recorded by language and place of study (e.g., SPAN 329, Current Issues Abroad: Spain).

Prerequisites: An appropriate 202 or 250 language course or permission of the instructor.

Literature in Translation

These courses provide access to the literature of other languages through translation. For the student of a particular literature, it is intellectually stimulating to make the acquaintance, through translation, of other literatures.

These courses are conducted in English and are recorded as literature courses. They can be applied to the general education requirement in humanities, but not in foreign language.
150 Literature in Translation: Gallery of World Literatures (3)
Study of selected works from a number of literatures which offer different perspectives on the world and humankind.

250 Literature in Translation: A Foreign Literature (3)
Study of selected works, representing major literary periods and genres, which illuminates another language and culture or era of a shared human condition (To be listed, e.g., Literature 250: French Literature).

350 Literature in Translation: A Foreign Author (3)
Study of selected works by an author whose influence is felt in the world at large. (To be listed, e.g., Literature 350: Dostoevsky).

390 Special Topics

450 Literature in Translation: Comparative Literature (3)
A study of selected works by major authors representing different cultures with emphasis on common themes as viewed from the perspectives of these writers.
# Classics and German

( Including Japanese and Russian)

## Classics

803-953-5714

Dr. Frank Morris, Chair

The study of classical languages and literatures provides a necessary basis for understanding the cultural origins of the Western tradition and forms an essential part, therefore, of any liberal education. A knowledge of the classics prepares the student to pursue humanistic studies in all areas of the standard college curriculum.

### Major in Classical Studies

Thirty semester hours are required, including a minimum of 18 hours in Greek and Latin beyond the elementary level: 12 hours in the principal classical language selected by the student and six hours in the secondary language. An additional 12 hours, in any combination, must be taken from the following: upper-level Greek or Latin courses, classics courses, and courses in the culture and civilization of the ancient world (ARTH 345; HIST 385; HIST 230, 231, and 232; and PHIL 220).

### Minor in Greek

For a minor in Greek, 18 hours in the Greek language beyond GREK 102 or its equivalent are required.

### Minor in Latin

For a minor in Latin, 18 hours in the Latin language beyond LATN 150 or 102 or their equivalents are required.

### Greek Courses

#### 101 Ancient Greek (3, 3)

Instruction designed to enable the student to read elementary ancient Greek.

**Prerequisite:** GREK 101 is a prerequisite for 102.

**Note:** GREK 102 is a prerequisite for all 200-level Greek courses.

#### 102 Attic Greek (3)

Selected readings from Attic prose or verse.

#### 201 Attic Greek (3)

Selected readings from Attic prose or verse.

#### 202 Attic Greek (3)

Continuation of selected readings from Attic prose or verse.

#### 203 New Testament Greek (3)

Selected readings from the New Testament.

#### 204 New Testament Greek (3)

A continuation of selected readings from the New Testament.

#### 205 Homeric Greek (3)

Selections from Homeric epic poetry.

#### 206 Old Testament Greek (3)

Selected readings from the Septuagint version of the Old Testament.

#### 371 Readings in Greek Literature—Poetry (3)

Selected readings from one or more of the genres of Greek poetic literature.

**Prerequisite:** Two 200-level Greek courses.

#### 372 Readings in Greek Literature—Prose (3)

Comprehensive readings of Plato, readings of the historians Herodotus and Thucydides, or reading of the Greek orators as represented by Lysias, Demosthenes, and Isocrates.

**Prerequisite:** Two 200-level Greek courses.

#### 490 Seminar: Special Topics in Ancient Greek (3)

Intensive studies designed to supplement or to investigate more fully the offerings in the Greek curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.

**Prerequisite:** Permission of the instructor.

#### 496 Directed Reading (1-3)

Individually supervised readings in ancient Greek, agreed upon in consultation with the instructor. Credit hours assigned will be determined by the nature and extent of the reading.

**Prerequisite:** Permission of the instructor.

#### 498 Independent Study (1-3)

Research on a topic to be defined by the individual student in consultation with the instructor who will direct the project and determine the credit hours to be assigned.

**Prerequisite:** Permission of the instructor.

### Latin Courses

#### 101 Elementary Latin (3, 3)

Introduces the fundamental grammar, syntax, and vocabulary of Latin with emphasis on reading comprehension.

**Prerequisites:** 101 is open only to beginning students of Latin; placement or LATN 101 is a prerequisite for 102.

#### 150 Intensive Elementary Latin (6)

An introduction to the fundamental grammar, syntax, and vocabulary of Latin with emphasis on reading comprehension.

**Prerequisite:** This course is open only to beginning students in Latin.
NOTE: This course covers the materials of LATN 101-102 in one semester. Classes meet five days a week for a total of six hours of instruction. It is designed for students who seek to accelerate their study of Latin. Students who have completed LATN 101 and/or 102 may not receive credit for LATN 150. Students who complete LATN 150 may not receive credit for 101 or 102.

201 Intermediate Latin (3, 3)
Completes the introduction to basic Latin grammar, syntax, and vocabulary, followed by an introduction to the reading of Latin literature.

202

250 Intensive Intermediate Latin (6)
Completes the introduction to basic Latin grammar, syntax, and vocabulary, followed by an introduction to the reading of Latin literature. Prerequisite: LATN 102 or 150 with a grade of C+ (2.5) or better, or placement via placement exam. Students are advised not to postpone completion of their language requirement until their senior year, since this course might not be available to them.

NOTE: This course covers the materials of LATN 201-202 in one semester. Classes meet five days a week for a total of six hours of instruction. It is designed for students who seek to accelerate their study of Latin. Having completed 201 and/or 202, students may not take 250 for credit; conversely, students who complete LATN 250 may not receive credit for 201 or 202.

NOTE: Latin 202 or 250 or their equivalents are prerequisites for all 300-level Latin courses.

321 Cicero (3)
Selected readings from one or more of Cicero’s speeches, letters, or philosophical works.

322 Vergil (3)
Selections from the Aeneid will be read.

323 Roman Historiography (3)
The style and content of Roman historical literature will be studied through readings from one or more of the major historians.

371 Roman Comedy (3)
Representative plays of Plautus and Terence will be read.

372 Roman Satire (3)
Survey of Roman satirical literature with emphasis on Horace and Juvenal.

373 Roman Biography (3)
A study of the Roman biographical tradition with readings from Cornelius Nepos, Tacitus or Suetonius.

374 Medieval Latin (3)
An introduction to the reading of Medieval Latin prose and verse.

490 Seminar: Special Topics in Latin (3)
Intensive studies designed to supplement or to investigate more fully offerings in the Latin curriculum. Prerequisite: Permission of the instructor.

496 Directed Readings (1-3)
Individually supervised readings in Latin, agreed upon in consultation with the instructor. Credit hours assigned will be determined by the nature and extent of the reading. Prerequisite: Permission of the instructor.

498 Independent Study (1-3)
Research on a topic to be defined by the individual student in consultation with the instructor who will direct the project and determine the credit hours to be assigned. Prerequisite: Permission of the instructor.

Classics Courses
The following courses are conducted in English. With the exception of courses dealing with vocabulary development and etymology these courses can be applied to the minimum degree requirements in humanities, but not in foreign language. No course is prerequisite to any other.

124 Classical Civilization (3)
Greek and Roman civilization from the Minoan period to the age of Constantine. Emphasis will be on history and literature with selected reading in translation of classical authors.

153 Ancient Epic (3)
Historical backgrounds and study of the ancient epic tradition as a whole. Reading and analysis of Homer’s Iliad and Odyssey, Apollonius’ Argonautica, and Vergil’s Aeneid.

154 Classical Drama: Tragedy (3)
A survey of Greek and Roman tragedy as represented by the works of Aeschylus, Sophocles, Euripides, and Seneca.

155 Classical Drama: Comedy (3)
A survey of Greek and Roman comedy as represented by the works of Aristophanes, Menander, Plautus, and Terence.

156 Ancient Satire (3)
The beginnings and development of satirical literature at Rome and the later adaptation of the genre. Concentration on the works of Horace, Juvenal, Martial, and Lucian.
Man the Mythmaker (3)
An introduction to the study of mythic thought, with emphasis on primitive Indo-European mythological beliefs, as a basis for understanding later systems created to explain the world and to account for the human condition.

Special Topics in Mythology (3)
A detailed study of one of the various mythological systems, its evolution, and its importance as a medium for literary and artistic expression within a culture such as Greek and Roman, Egyptian and Near Eastern, Indian and Oriental, or Nordic. (Specific topics will be listed with course title when offered, e.g., Special Topics in Mythology: Greek and Roman.)

Special Topics in Classics (3)
Intensive studies designed to supplement or to investigate more fully the offerings in the classics curriculum.

GERMAN
803-953-5714

FRANK MORRIS, CHAIR

America has many long-established social and cultural ties with the nations of the German-speaking world: Austria, Germany, and Switzerland. Today, a knowledge of German has become important for anyone engaged in international commerce, research, and technology.

Major in German
The major in German requires 27 hours in German beyond the intermediate level (GRMN 202 or 250), including GRMN 313, 314, 463 or 466, and at least one other 400-level literature course.

Minor in German
For a minor in German, 18 hours beyond GRMN 202 or 250 are required. These shall include 313, 314, and at least two three-hour literature courses, one of which must be at the 400 level.

German Studies Minor
See Interdisciplinary Studies.

German Courses
101 Elementary German (3, 3)
102
Introduces the fundamental structures of German with emphasis on acquisition of the basic language skills: reading and listening comprehension, and oral and written expression.
Prerequisite: 101 is open only to beginning students of German; placement or GRMN 101 is a prerequisite for 102.
NOTE: A student having completed GRMN 101 or 102 may not take GRMN 150 for credit.

101C Elementary German Conversation Supplement (1, 1)

102C
A one-hour weekly session for intensive listening-speaking practice in German utilizing vocabulary and grammatical structure presented in the corresponding basic course.
NOTE: A "C" course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count towards the major.

150 Intensive Elementary German (6)
Equivalent to GRMN 101-102. Introduces the fundamental structures of German with emphasis on acquisition of the basic language skills: reading and listening comprehension, and oral and written expression.
Prerequisite: This course is open only to beginning students of German.
NOTE: This course covers the materials of GRMN 101-102 in one semester sequence. Classes meet five days a week for a total of six hours of instruction. It is designed for students who seek to accelerate their studies of German. Having completed 101 and/or 102, the student may not take 150 for credit; conversely, students who complete GRMN 150 may not receive credit for 101 or 102.

201 Intermediate German (3, 3)
202
Develops a basic proficiency in German and familiarity with German culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: Placement, GRMN 102 for 201; placement or GRMN 201 for 202.
NOTE: Having completed GRMN 201 or 202, the student may not take GRMN 250 for credit.

201C Intermediate German Conversation Supplement (1, 1)
202C
Optional one-hour weekly sessions for intensive listening and speaking practice in German, utilizing vocabulary and grammatical structure presented in a corresponding basic course.
NOTE: A "C" course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled. "C" course credit may not be applied to fulfill the language requirement nor may it count towards the major.

250 Intensive Intermediate German (6)
Equivalent to GRMN 201-202. Develops a basic proficiency in German and familiarity with German culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: GRMN 102 or 150 with a grade of C+ (2.5) or better, or placement via placement exam. Students are advised not to postpone
completion of their language requirement until their senior year, since this course might not be available to them.

NOTE: This course covers the materials of GRMN 201-202 in one semester. Classes meet five days a week for a total of six hours of instruction. It is designed for students who seek to accelerate their studies of German. Having completed 201 and/or 202, the student may not take 250 for credit; conversely, students who complete GRMN 250 may not receive credit for 201 or 202.

NOTE: Prerequisite for all 300-level courses in German: GRMN 202, 250, placement, or permission of the instructor.

313 German Conversation and Composition (3, 3)
Intensive practice in the spoken and written language based on contemporary German materials and sources.

314

324 German Civilization and Culture (3)
Study of cultural history and contemporary culture in Germany, Austria, and Switzerland. Emphasizes the application of these language skills: reading speed, listening comprehension, and speaking.

325 German Contemporary Issues
A course on political, social, cultural, and environmental issues currently confronting Germany, Austria, and Switzerland. Students will read, discuss, and write essays on newspaper and magazine articles on contemporary topics. In addition, students will regularly watch and report on German news programs received via satellite television.

331 German for Business (3)
An introduction to the vocabulary and syntax necessary to carry on normal business transactions with German firms. Topics for reading, lectures, written assignments, and oral reports will include: the banking system, the role of government and trade unions in German business, the organization of corporations in Germany, and cultural matters pertinent to business people.

341 Advanced Grammar and Syntax (3)
Advanced study of the structure of the German language, including practice with stylistic characteristics of the language as it is written and spoken today.

365 Introduction to Literature (3)
Designed for those students who have limited awareness of literary genres and concepts, or those whose German is in the intermediate stage. Students read and discuss representative works of prose, poetry and drama, and learn the basics of German literary history.

NOTE: Prerequisites for GRMN 463 and 466: two 300-level German courses (one of which must be either GRMN 313 or 314), or consent of the instructor. For the remaining 400-level German courses: one 300-level German course or consent of the instructor.

463 Nineteenth-Century Literature (3)
A survey of literature from the end of the Classical period to the turn of the century, including the major literary movements (Biedermeier, Realism, Naturalism) and important writers of prose, poetry, and drama.

464 Twentieth-Century Literature (3)
A survey of 20th-century prose, poetry, and drama from Expressionism to contemporary movements.

465 Contemporary Literature (3)
A review of current writers and literary trends in the German-speaking countries, including the former German Democratic Republic.

466 Age of Goethe (3)
A survey of the major literary figures and trends, such as Classicism and Romanticism, of the period 1770-1830. Students read and discuss in depth several full-length works, including Goethe's Faust, as well as representative poetry. Some attention is given to general cultural and historical background of the period, based on excerpted readings from theoretical writings.

470 The Novelle (3)
A study of the development of the Novelle from Goethe to the present, including a review of criticism and Novelle theory and discussion of selected works of this genre.

490 Seminar: Special Topics in German (3)
Intensive studies designed to supplement or to investigate more fully the offerings in the German curriculum. Formulation of the specific subject matter for the course will reflect both student and faculty interest.

496 Directed Reading (1-3)
Individually supervised reading in German, agreed upon in consultation with the instructor. Credit hours assigned will be determined by nature and extent of reading.
Prerequisite: Permission of the instructor.

498 Independent Study (1-3)
Research on a topic to be defined by the individual student in consultation with the instructor who will guide the work and determine the credit hours to be assigned.
Prerequisite: Permission of the instructor
JAPANESE
803-953-5714

Frank Morris

101 Elementary Japanese (3, 3)
102 Introduces the fundamental structures of Japanese with emphasis on acquisition of the listening comprehension and oral expression. Introduction to the writing and reading of Japanese characters. Prerequisites: JPNS 101 is only open to beginning students of Japanese; placement or JPNS 101 is a prerequisite for 102.

201 Intermediate Japanese (3, 3)
202 Develops a proficiency in Japanese and familiarity with Japanese culture through practice in the use of the basic language skills (listening, speaking, reading, writing) and acquisition of vocabulary. Prerequisites: Placement or JPNS 102 for JPNS 201; placement or JPNS 201 for JPNS 202.

313 Japanese Conversation and Composition I (3)
314 Japanese Conversation and Composition II (3)
Strengthens the development of communication skills in Japanese, while introducing the culture which shapes the people of Japan. Attention will be given to various writing styles and achievement of them by regularly assigned compositions. Familiarizes students with most of Kyoiku Kanji. Prerequisites: Placement or JPNS 202 for 313; placement or JPNS 313 for 314.

RUSSIAN
803-953-5714

Frank Morris

101 Elementary Russian (3, 3)
102 Introduces the fundamental structures of Russian with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression. Prerequisite: 101 open only to beginning students of Russian; RUSS 101 is a prerequisite for 102.

201 Intermediate Russian (3, 3)
202 Development of proficiency in Russian and familiarity with Russian culture through practice in the use of the basic language skills (listening, speaking, reading, and writing) and acquisition of vocabulary. Prerequisite: Placement or 102 for 201; placement or 201 for 202.
French

**French**
803-953-5535

**Jeffrey Foster, Chair**

French cultural, economic, and political influence is being felt not only in the United States but also in many other parts of the world, in particular areas of the Third World where French is spoken. The varieties of human experience are portrayed in French literature; the study of French cultural history is essential to an understanding of the meaning of Western civilization.

**Major in French**

The major in French requires 33 hours at the 300 or 400 level.

Each student must complete the following:
- Core Curriculum: FREN 313 and 314
- Three of the following: FREN 322, 323, 324, 325
- Two of the following: FREN 328, 329, 331, 341, 342
- Four courses at the 400 level

Students will be expected to have completed an additional two 300 level courses beyond the core curriculum before taking any course in the series FREN 461-474. Students may not have more than six hours in Independent Studies and Direct Readings. All majors are encouraged to study abroad in a country where French is spoken.

For students seeking teacher certification in French, FREN 313, 314, 324, 325, 341, 342, and 421 are required.

**Minor in French**

For a minor in French, 18 hours beyond French 202 or 250 are required. These shall include FREN 313 and 314; FREN 322 and 325 or 323 and 324; one elective on the 300 or 400 level; and one 400-level course. Additional courses shall be selected from the 300 level and above.

**French Courses**

**101 Elementary French (3, 3)**

Introduces the fundamental structures of French with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression.

**Prerequisite:** 101 open only to beginning students of French; placement or FREN 101 is a prerequisite for 102.

**Note:** A student having completed FREN 101 and 102 may not take FREN 100 or 105 for credit.

101C Elementary French Conversation Supplement (1, 1)

102C

A one-hour weekly session for intensive listening-speaking practice in French utilizing vocabulary and grammatical structure presented in the corresponding basic course.

**Co-requisite:** To be taken concurrently with the basic course having the same number.

**Note:** A “C” course may be taken only in conjunction with the basic sequence course in which the student is currently enrolled. Credit may not be applied to fulfill the language requirement nor may it count toward the major.

**105 Basic Review of French Grammar and Syntax (3)**

For students who have completed a minimum of two years of high school French as preparation for study at the intermediate level.

**Note:** A student receiving credit for FREN 105 cannot take the equivalent sequence 100, 101, or 102 for credit. Conversely, a student who has completed FREN 100, 101, or 102 may not take FREN 105 for credit.

**150 Intensive Elementary French (6)**

Equivalent to FREN 101-102. Introduces the fundamental structures of French with emphasis on acquisition of the basic language skills: reading and listening comprehension, oral and written expression.

**Prerequisite:** This course is open only to those who are beginning students in French.

**Note:** This course covers the materials of FREN 101 and 102 in one semester. Classes meet five days a week for a total of six hours of instruction. It is designed for students who seek to accelerate their studies of French. Students who have completed FREN 101, 102, or 105 may not receive credit for FREN 150.

**201 Intermediate French (3, 3)**

**202**

Develops a basic proficiency in French and familiarity with French culture through practice in the use of the basic language skills and acquisition of vocabulary.

**Prerequisite:** Placement, FREN 100, 102, or 105 for 201; placement or FREN 201 for 202.

**201C Intermediate French Conversation Supplement (1,1)**

**202C**

Optional one-hour weekly sessions for intensive listening-speaking practice in French, utilizing vocabulary and grammatical structure presented in a corresponding basic course.

**Co-requisite:** To be taken concurrently with the basic course having the same number.

**Note:** A “C” course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled. “C”
course credit may not be applied to fulfill the language requirement nor may it count in the major.

250 Intensive Intermediate French
Equivalent to FREN 201-202. Aims to develop a basic proficiency in French and familiarity with French culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: FREN 102, 105, or 150 with a grade of C+ (2.5) or better, or placement via placement exam. Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available to them.
NOTE: This course covers the materials of FREN 201-202 in one semester. Classes meet five days a week, for a total of six hours of instruction. It is designed for students who seek to accelerate their studies of French. Having completed 201 and/or 202, students may not take 250 for credit; conversely, students who complete FREN 250 may not receive credit for 201 or 202.

313 French Conversation and Composition (3, 3)
Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted in French.
Prerequisite: FREN 202 or 250 or placement for 313; 313 or placement for 314.

322 Survey of Literature I (3)
An overview of French literature from the Middle Ages through the 18th century. This course is designed to introduce students to technical vocabulary necessary for critical analysis of different genres.
Prerequisite: FREN 313 or permission of instructor.

323 Survey of French Literature II (3)
An overview of French literature of the 19th and 20th centuries. Students will be introduced to the literary movements of this period.
Prerequisite: FREN 313 or permission of instructor.

324 French Civilization and Literature (3)
French civilization, history, and customs studied through literature; through the 17th century.
Prerequisite or corequisite: FREN 313 or permission of instructor.

325 French Civilization and Literature (3)
A continuation of FREN 324, with emphasis on the Enlightenment, the 19th century, and contemporary France.
Prerequisite or co-requisite: FREN 313 or permission of instructor.

331 French for Business and Finance (3)
This course presents the essential French vocabulary and situations needed for a business career. Lectures, dialogues, and exercises will reinforce the context of typical business situations ranging from insurance negotiations to installation of data processing equipment.
Prerequisite: FREN 313 or permission of the instructor.

341 Phonetics and Advanced Language Study (3)
Phonetics, corrective drills for the improvement of pronunciation and intonation, as well as the phonological structure of French.
Prerequisite: FREN 313 or 314 and one course from the sequence FREN 322, 323, 324, 325 or permission of instructor.

342 Advanced Grammar
A review of the fundamentals of French grammar and structure, with emphasis on verbs and pronouns, as well as the expansion of certain rules in conformity with current usage.
Prerequisite: FREN 313 and 314 or permission of the instructor.

421 La France Contemporaine (3)
Readings, activities, and discussion of culture and life in modern France.

446 History of the French Language (3)
The evolution of the French language from Latin to the modern era. Content will focus on the development of the phonological, morphological, and syntactic systems. Passages from Old French and Middle French texts will be read and analyzed from a linguistic viewpoint.
Prerequisites: FREN 342 and one course at the 400 level or permission of the instructor.

461 The Middle Ages and Renaissance in France (3)
Study of the beginnings and development of the earliest forms of the novel: The Chansons de geste and Roman Courtois through Rabelais; the evolution of French lyrical poetry through La Pleiade; the growth of theatre from the drame religieux and farce through the birth of French tragedy; and the Humanist movement with an emphasis on Montaigne. Texts will be read in modern versions.

462 The Seventeenth Century (3)
French Neoclassicism: Descartes, Pascal, Boileau, La Fontaine, the moralists and orators.

463 The Eighteenth Century (3)

464 Literature of the Nineteenth Century (3, 3)
Prerequisite: 464 or permission of the instructor for 465.
466  Twentieth Century French Literature (3)
A study of the major movements of contemporary French literature.

470  African Literature of French Expression (3)
The evolution of the major genres of the African literature in French
south of the Sahara from 1808 to present and a study of the main literary
currents of some of the significant works of the major writers.

471  The Baroque and Classic Theatre in France (3)
Study of the evolution of theatre in 17th century France from its origins.
Emphasis will be on the works of Corneille, Moliere, and Racine.

472  The Legacy of the French Classic Theatre (3)
The Neoclassic comedy and tragedy; development of the drame
bourgeois; conceptions of Romantic drama, realism, naturalism, and
symbolism in the theatre; revival of classical mythology in the 20th
century; avant garde theatre.

473  The Novel in France (3)
A survey of its development from the early psychological novel through
the modern novel and Nouveau Roman. Theoretical works will be studied
as well.

474  French Women Writers (3)
This course will survey the historical, religious, and psycho-philosophical
aspects of women's conditions in various cultures, with emphasis on the
French experience as portrayed by contemporary women novelists:
Colette, Louise de Vilmorin, Francoise Sagan, Simone de Beauvoir,
Nathalie Sarraute, Marguerite Duras, and Christiane Rochefort.

490  Seminar: Special Topics in French (3)
Intensive studies designed to supplement or to investigate more fully
offerings in the French curriculum. Formulation of the specific subject
matter for the course will reflect both student and faculty interest.
Prerequisite: Permission of the instructor.

496  Directed Reading (1-3)
Individually supervised reading in French, agreed upon in
consultation with the instructor. Credit hours assigned will be
determined by nature and extent of reading.

498  Independent Study (1-3)
Research on a topic to be defined by the individual student in
consultation with the instructor in the department who will guide the
work and determine the credit hours to be assigned.
Prerequisite: Permission of the instructor.
SPANISH
803-953-5725

Herbert Espinoza, Chair

Spanish is one of the most widely used languages in the world. Presently, it is the official language in twenty-one countries with more than 350 million speakers, including more than 20 million in the United States.

Major in Spanish

The major in Spanish requires a minimum of 33 hours beyond Span 250 or 202. The following courses are required for the major: 313 and 314 or 350; 320; 324, 325, or 328; two courses from 361, 362, 371, 372; 444 or 445; and nine credit hours of 400-level courses, including at least six hours in literature. All majors are encouraged to study abroad in a country where Spanish is spoken as the primary language.

Minor in Spanish

For a minor in Spanish, 18 hours beyond SPAN 202 or 250 are required. These shall include 313 and 314 or 350, 320, and three hours from 324, 325 or 328. It is recommended that two courses be taken from the following: 361, 362, 371, 372.

Spanish Courses

101 Elementary Spanish (3, 3)
102
Introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: reading and listening comprehension, and oral and written expression.
Prerequisite: 101 open only to beginning students of Spanish; placement or SPAN 101 is a prerequisite for 102.
NOTE: A student having completed SPAN 101, 102 may not take SPAN 150 for credit.

101C Elementary Spanish Conversation Supplement (1, 1)
102C
Optional one-hour weekly session for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in the corresponding basic course.
NOTE: A “C” course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled. “C” course credit may not be applied to fulfill the language requirement nor may it count in the major.

150 Intensive Elementary Spanish (6)
Equivalent to SPAN 101-102. Introduces the fundamental structure of Spanish with emphasis on acquisition of the basic language skills: reading and listening comprehension, and oral and written expression.
Prerequisite: This course is open only to beginning students in Spanish.
NOTE: This course covers the material of SPAN 101-102 in one semester. Classes meet five times a week, for a total of six hours of instruction. Students who have completed SPAN 101 or 102 may not receive credit for SPAN 150. Students who complete SPAN 150 may not receive credit for SPAN 101 or 102.

201 Intermediate Spanish (3, 3)
202
Develops a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic language skills and acquisition of vocabulary.
Prerequisite: SPAN 201; placement, SPAN 102 or 150; SPAN 202: placement, SPAN 201.
NOTE: Having completed 201 or 202, the student may not take 250 for credit.

201C Intermediate Conversation Supplement (1, 1)
202C
Optional one-hour weekly sessions for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in a corresponding basic course.
NOTE: A “C” course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled. “C” course credit may not be applied to fulfill the language requirement nor may it count in the major.

250 Intensive Intermediate Spanish (6)
Equivalent to SPAN 201-202. Aims to develop a basic proficiency in Spanish and familiarity with Hispanic culture through practice in the use of the basic grammatical structures and acquisition of vocabulary stressing the four basic language skills.
Prerequisite: SPAN 102 or 150 with a grade of C+ (2.5) or better, or placement via placement exam. Students are advised not to postpone completion of their language requirement until their senior year since this course might not be available to them.
NOTE: This course covers the material of SPAN 201-202 in one semester. Classes meet five times a week, for a total of six hours of instruction. Having completed SPAN 201 or 202 students may not take 250 for credit; conversely, students who complete SPAN 250 may not receive credit for SPAN 201 or 202.

313 Spanish Conversation and Composition I (3)
Intensive language practice. Primary focus is development of writing skills emphasizing description, narration, comparison, and contrast.
Reading selections and class activities will focus on developing vocabulary and use of idiomatic expressions.

**Prerequisites:** SPAN 202, 250 or placement, or permission of instructor.

### 314 Spanish Conversation and Composition II (3)

Emphasis on improvement of conversational fluency, while still giving attention to grammar review and the development of writing skills. Conversation topics will include a wide range of situations and topics.

**Prerequisites:** SPAN 202, 250 or placement, or permission of the instructor.

### 316 Applied Spanish (3)

A study of Spanish language as relevant to various career areas, such as Spanish for business, medical personnel, law enforcement. Course content will vary from semester to semester and will focus on only one area per semester.

**Prerequisites:** SPAN 202, 250, or permission of the instructor.

**Note:** SPAN 316 may be taken only once for credit in the Spanish major or toward the total hour requirement for graduation.

### 320 Introduction to the Study of Hispanic Literature (3)

A preparatory course for students intending to pursue studies in Hispanic literature. Selected readings will provide the basis for stylistic and textual analysis and understanding of the structure of literary works. The historical development of genres and the technical vocabulary necessary for critical analysis also will be included.

**Prerequisites:** Completion of SPAN 313, 314, 350, or permission of the instructor.

**Note:** This course is a prerequisite for Spanish and Spanish American 300- and 400-level literature courses.

### 324 Spanish Civilization and Culture (3)

Designed to provide greater understanding of the culture and heritage of Spain. This will be achieved through the study of history, geography, art, attitudes, and customs.

**Prerequisites:** SPAN 202, 250, or permission of the instructor.

### 325 Spanish American Civilization and Culture (3)

Cultural development of Spanish America from the pre-Columbian civilization through the 20th century. To be achieved through the study of geography, art, attitudes, and customs.

**Prerequisites:** SPAN 202, 250, or permission of the instructor.

### 350 Intensive Conversation and Composition (6)

Equivalent to SPAN 313-314. Aims to develop functional fluency in written and spoken Spanish by review of grammatical structures, discussion of selected readings, guided composition, and a variety of topics designed for guided oral practice.

**Prerequisites:** Placement, SPAN 202 or 250, B average in previous Spanish courses, or permission of the instructor.

**Note:** This course covers the material of SPAN 313-314 in one semester. Classes meet five times a week, for a total of six hours of instruction. Students who have taken SPAN 313 or 314 may not enroll in SPAN 350.

### 361 Introduction to Spanish Literature I (3)

Spanish literature studied from the origins of lyric and epic poetry through the Golden Age.

**Prerequisite:** SPAN 320 or permission of the instructor.

### 362 Introduction to Spanish Literature II (3)

A continuation of SPAN 361, from the beginning of the Bourbon reign through contemporary movements.

**Prerequisite:** SPAN 320 or permission of the instructor.

### 371 Spanish American Literature (3)

A study of the literature of Spanish America from the pre-Columbian era to Modernism.

**Prerequisite:** SPAN 320 or permission of the instructor.

### 372 Contemporary Spanish American Literature (3)

Spanish American literature from Modernism through contemporary movements.

**Prerequisite:** SPAN 320 or permission of the instructor.

### 444 Advanced Grammar and Syntax (3)

Advanced practice with the grammatical structure of Spanish, designed to provide a more refined and sophisticated study of Spanish syntax and usage.

**Prerequisite:** SPAN 350 or 313-314 or permission of the instructor.

### 445 Phonetics and Advanced Language Studies (3)

An introduction to the sound system of Spanish, designed to provide intensive practice in pronunciation, and presentation of other special topics in linguistics such as dialectology or history of the Spanish language.

**Prerequisite:** SPAN 350 or 313-314 or permission of the instructor.

### 446 History of the Spanish Language (3)

The history of the Spanish language from Latin to modern Peninsular and Latin American Spanish. Content will focus on phonological, morphological, and syntactic development and will include an examination of the major dialects currently spoken.

**Prerequisites:** SPAN 350, 313 or 314, and another 300-level Spanish course or permission of the instructor.

### 451 18th and 19th Century Spanish Literature (3)

Reading and discussion of selected works in one or more of the following genres: poetry, prose, and theatre. Writers such as Feijóo,
Espronceda, El Duque de Rivas, Larra, Zorrilla, Galdós, and Pardo Bazán may be included.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**452 20th Century Spanish Literature (3)**

A study of the major works of Spanish literature in the 20th century from the Generation of 1898 to the most important contemporary writers, including authors such as Unamuno, Baroja, García Lorca, Buero Vallejo, Goytisolo, and Marsé.

**Prerequisites:** SPAN 320 and an additional 300-level literature course, or permission of the instructor.

**454 Contemporary Spanish American Poetry (3)**

Reading and critical analysis of selected Spanish American poetry from Modernism to the contemporary period. Poets such as Dario, Mistral, Vallejo, Parra, Neruda, and Octavio Paz will be studied.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**455 Contemporary Spanish American Fiction (3)**

An intensive reading and critical analysis of the novels and short stories of the most important 20th century Latin American writers. Consideration will be given to Borges Cortazar, Rulfo, Fuentes, and García Márquez, among others.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**456 Contemporary Spanish American Theatre (3)**

Reading and discussion of selected works of Spanish American playwrights of the 20th century. Consideration will be given to authors such as Florencio Sánchez, Rodolfo Usigli, Xavier Villaurrutia, René Marqués, Egon Wolff, Griselda Gambaro, Emilio Carballido, and Isadora Aguirre.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**473 The Golden Age (3)**

A study of the theatre, poetry, and novel of the age of Lope de Vega, Calderón de la Barca, and Miguel de Cervantes. Content may include such masterworks as Don Quijote de la Mancha, La vida es sueño, El burlador de Sevilla; and the poetry of Garcilaso de la Vega, Fray Luis de León, Luis de Góngora, and Francisco de Quevedo.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**490 Seminar: Special Topics in Hispanic Literature (3)**

Intensive studies focused on a particular writer, generation of writers, or on literary themes and designed to broaden the offerings in literature courses.

**Prerequisites:** SPAN 320 and an additional 300-level literature course or permission of the instructor.

**491 Special Topics in Language Studies (3)**

Intensive studies designed to investigate more fully linguistic topics or other subjects related to the study of the Spanish language.

**Prerequisite:** SPAN 350 or 313-314 and 444, 445, or 446 or permission of the instructor.

**496 Directed Reading (1-3)**

Individually supervised readings in Spanish, agreed upon in consultation with the instructor. Credit hours assigned will be determined by nature and extent of the reading.

**Prerequisite:** Permission of the instructor.

**498 Independent Study (1-3)**

Research on a problem-topic to be defined by the individual student in consultation with the instructor in the department who will guide the work and determine the credit-hours to be assigned.

**Prerequisite:** Permission of the instructor.

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**ITALIAN**

803-953-5725

**Herbert Espinoza, Chair**

**101 Elementary Italian (3, 3)**

102

Introduces the fundamental structure of Italian with emphasis on acquisition of the basic language skills, reading and listening comprehension, and oral and written expression.

**Prerequisite:** 101 open only to beginning students of Italian; placement or ITAL 101 is a prerequisite for 102.

**201 Intermediate Italian (3, 3)**

202

Develops a basic proficiency in Italian and familiarity with Italian culture through practice in the use of the basic language skills and acquisition of vocabulary.

**Prerequisite:** Placement or ITAL 102 for 201; placement or ITAL 201 for 202.

**313 Italian Conversation and Composition I (3)**

314 Italian Conversation and Composition II (3)

Provides intensive practice in the written and spoken language while introducing contemporary cultural materials.

**Prerequisites:** Italian 202 or placement, or permission of the instructor.
The Critical Languages Program offers study of less commonly taught languages at the elementary and intermediate levels. Recent offerings in the department include:

- Arabic
- Hebrew
- Mandarin Chinese
- Modern Greek
- Portuguese

These languages are offered in small classes. Instructors are under the supervision of a faculty member in the department. Consult the Schedule of Courses, under the prefix LANG, or ARBC, CHNS, and HBRW for current offerings.

Critical languages courses count toward the graduation requirement in foreign languages. Critical languages courses may also be incorporated into the international studies minor program.

**English as a Second Language (ESOL)**

The Languages Department offers instruction in ESL for international students who have been admitted to the College but who need additional work in speaking and understanding American English. These offerings do not replace the College’s requirement of English 101-102. Residents of the Greater Charleston area may enroll in the ESL courses after submitting appropriate TOEFL scores and/or participating in the placement testing program.

All entering international students must offer the TOEFL test scores, as well as letters of evaluation of language competency. In addition, the Department and the Office of International Students require students to take a writing test (currently, either a writing sample or the Michigan test) and an oral interview to assess oral proficiency. Times for these tests will be announced during orientation sessions. Students will be placed according to the Department’s evaluation procedures, and must successfully complete the assigned course level to maintain good academic standing.

**105 ESL Practicum I (3)**

Develops competency in speaking and understanding English. Daily conversations in discussion groups will be based on the grammar topics; written assignments will follow the practice sessions.

**Prerequisite:** Enrollment restricted to students who are non-native speakers of English, and who have satisfied the Department placement policies.

**111 ESL Practicum II**

Continuation of ESOL 105, with emphasis on developing skills in speaking English.
The philosophy program is designed to serve non-majors in two ways: first, by providing an appreciation for and understanding of philosophy as an essential part of a well-rounded liberal education; and second, by offering courses that complement other major programs. Many courses apply philosophical analysis to specific areas of human concern, such as religion (255), the natural and social sciences (150, 260, 265), medicine (170), business (175), the environment (155), law (210, 270), aesthetics (180, 185, 280), ethical and political values (301, 315), and the human condition (165, 203, 205). The history series (220, 230, 235, 305, 306, 307, 310) offers an overview of the history of philosophy. The two courses in logic (215 and 216) are designed to develop students’ reasoning skills in the analysis and evaluation of arguments.

Minimum Degree Requirements

All philosophy courses except PHIL 215 and 216 satisfy the minimum degree requirement in the humanities. Six semester hours in logic (PHIL 215 and 216) satisfy the College’s minimum degree requirement in mathematics or logic. This requirement may not be met by a combination of course work in mathematics and logic.

Major and Minor in Philosophy

The department offers a major’s program for students interested in pursuing a concentrated study of philosophy. The major also serves those students interested in preparing either for graduate study in philosophy or for careers in such areas as law, public administration, or religion. A minor in philosophy is available for non-majors with a serious interest in philosophy.

Major Requirements

30 semester hours in philosophy, which must include the following:

1. One logic course (215 or 216);
2. History of Ancient Philosophy (220) and History of Modern Philosophy (230);
3. Six additional semester hours at or above the 200-level;
4. Six additional semester hours at or above the 300-level;
5. Seminar in Philosophy (450).

Students interested in a professional career in philosophy should consult with their advisor in choosing philosophy electives. As a general rule, students will be better prepared for graduate work if they take a course in symbolic logic and take additional 300-level courses.

Minor Requirements

18 semester hours in philosophy, which must include the following:

1. One introduction to philosophy course (101 or 102);
2. One logic course (215 or 216);
3. One history of philosophy course (220, 230, 235, 305, 306, 307, or 310);
4. Three additional courses in philosophy, two of which must be at or above the 200 level.

**Prerequisites:** No 100- or 200-level course, except 216, 220, 230, and 235, has a prerequisite. All 300- and 400-level courses have the following prerequisite: either six semester hours in philosophy (other than 215 or 216) or permission of the instructor. The Seminar in Philosophy (450) has the additional prerequisite of junior or senior standing.

**Philosophy Courses**

101 **Introduction to Philosophy: Beliefs and Values (3)**
An introduction to philosophy through an examination of ethical, political, and religious problems.

102 **Introduction to Philosophy: Knowledge and Reality (3)**
An introduction to philosophy through an examination of some of the major problems that arise in the inquiry into the nature of reality and knowledge. PHIL 102 may be taken before PHIL 101.

115 **Critical Thinking (3)**
An examination of methods for the critical analysis of arguments in such contexts as science, law, and morality, including a consideration of the use of language and definition and the detection of errors in reasoning in everyday communication. Skills in critical reading, writing, and thinking will be introduced.

**Note:** No student may receive credit for PHIL 115 who received credit for PHIL 215, Fall 1993 and earlier.

150 **Nature, Technology, and Society (3)**
An examination of the philosophical problems arising from the impact of science and technology on contemporary society. Topics include the relation of technology to society and political systems, the place of the individual within a modern technocratic society, the influence of technology on views of nature, and the question of human values and scientific knowledge.

155 **Environmental Ethics (3)**
A study of the philosophical and ethical dimensions of environmental issues, including such topics as the moral status of other species and the nature of human obligations toward the environment.

165 **Philosophy and Feminism (3)**
An examination of philosophical issues in feminism such as the nature of freedom and equality, what it is to be a person and to respect others as persons, and whether or not our language encourages or presupposes a demeaning view of women. Specific topics may include equal opportunity, abortion, rape, and marriage.

170 **Biomedical Ethics (3)**
The application of ethical theories to issues and problems in biomedical ethics such as abortion, euthanasia, genetic engineering and genetic counseling, behavior control, death and dying, and medical experimentation.

175 **Business and Consumer Ethics (3)**
An examination of some of the ethical issues of the marketplace, such as the obligations of the business community to consumers, the role of government in protecting the consumer, fair advertising practices, the nature of the corporation, and the extent to which it is appropriate for government to regulate business affairs.

180 **Philosophy of Art (3)**
A study of introductory issues in philosophy of art, using works presented in Spoleto U.S.A. Issues include theories of art, the place of art in society, and problems of interpretation and evaluation of works of art. (Maymester only.)

185 **Philosophy and Film (3)**
An introduction to philosophical thought about film, studying films themselves and theoretical and critical writing about film. This course deals with both philosophical problems exhibited in films as well as philosophical problems about the nature of film.

198 **Topics in Philosophy (3)**
An introductory examination of selected topics or issues in philosophy. The course may be repeated if the content is different.

203 **Philosophy of Human Nature (3)**
An examination of what influential thinkers such as Darwin, Descartes, Freud, Marx, Plato, Sartre, and Skinner have said about human nature.

204 **Minds and Machines (3)**
This course will explore the problem of whether machines—especially computers—can have minds. Topics studied may include the philosophical problems of whether it is possible to build a conscious machine and whether it is plausible to view the human mind as a computer.

205 **Existentialism (3)**
A study of existential philosophy, covering thinkers such as Kierkegaard, Nietzsche, Jaspers, Heidegger, Marcel, and Sartre.

210 **Ethics and the Law (3)**
An examination of the relationship between moral theory and legal institutions, covering issues such as the legal enforcement of morality, the relationship between moral rights and legal rights, and the moral justification of state coercion in general and penal systems in particular.
215 Symbolic Logic I (3)
An introduction to the formal methods of deductive logic including
sentential logic.
NOTE: This course does not count toward the humanities minimum
degree requirement. It does count toward the minimum degree
requirement in mathematics or logic.

216 Symbolic Logic II (3)
A second course in the formal methods of logic including predicate logic.
Additional topics such as mathematical induction, an introduction to
axiomatic systems, or metamathematics logic will be covered.
Prerequisite: PHIL 215 or permission of the instructor.
NOTE: This course does not count toward the humanities minimum
degree requirement. It does count toward the minimum degree
requirement in mathematics or logic.

220 History of Ancient Philosophy (3)
An examination of the development of the philosophical views of the
ancient Greeks, including the Presocratics, Socrates, Plato, and Aristotle.
Prerequisite: Three semester hours in philosophy or permission of the
instructor.

230 History of Modern Philosophy (3)
An examination of the rise of modern philosophy and some of its
principal characteristics as exemplified in some major philosophers
from the close of the Middle Ages through the philosophy of Immanuel
Kant.
Prerequisite: Three semester hours in philosophy or permission of the
instructor.

235 Nineteenth Century Philosophy (3)
An examination of philosophical thought during the 19th century,
covering thinkers such as Hegel, Marx, Comte, Bentham, and Mill.
Prerequisite: Three semester hours in philosophy or permission of the
instructor.

250 Marxism (3)
An examination of some of the philosophical writings of Karl Marx as
well as his precursor, Hegel, and followers such as Gramsci, Marcuse,
and Althusser.

255 Philosophy of Religion (3)
An examination of issues such as the nature of religious experience,
arguments for the existence of God, the conflict between reason and
faith, immortality, the nature of miracles, and the problem of evil.
NOTE: This course may not be taken for credit if credit has been
received for RELS 255.

260 Philosophy of Biology (3)
An examination of philosophical issues within the biological sciences and
questions about the epistemological status of biological knowledge.
Possible topics include: the nature of life, the relationship between
physical and biological sciences, the structure of evolutionary theory, and
the implications of sociobiology for ethical theories.

265 Philosophy of Science (3)
An examination of the methodology and conceptual foundations of the
sciences, including topics such as the structure of scientific theory, the
relation of theory to experiment, the genesis and development of
scientific concepts, and the evolution of scientific theories.

270 Philosophy of Law (3)
A philosophical examination of some fundamental features of a legal
system, focusing on issues such as the nature and function of law,
judicial decision-making, legal reasoning, legal responsibility, and the
relationship of morality, justice, and liberty to a legal system.

275 Feminist Theory (3)
A study of the connections between gender and knowledge, culture, and
social practice. The course investigates the claim that cultural definitions
and valuations of masculinity and femininity are reflected in such areas
as science, ethics, literature, art, and language.

280 Aesthetics (3)
A philosophical study of beauty and of the creation, appreciation, and
criticism of works of art.

285 Philosophical Issues in Literature (3)
A study of selected aesthetic problems related to literature, philosophical
themes expressed in literary works, and philosophical problems raised
by literature.

298 Special Topics in Philosophy (3)
An intensive examination of selected topics or issues in philosophy. The
course may be repeated if the content is different.

Prerequisite for all 300- and 400-level courses: either six semester
hours in philosophy (other than 215 or 216) or permission of the
instructor.

301 Ethics (3)
A study of moral theories, such as utilitarianism, Kantian ethics, virtue
ethics, and egoism. The concepts of the good and the right, the
justification of ethical beliefs, and the origin and nature of morality may
also be discussed.

305 Topics in the History of Philosophy (3)
An intensive examination of selected figures, traditions, or issues in the
history of philosophy. May be repeated for credit if the subject matter
varies.
306 Twentieth Century Analytic Philosophy (3)
A study of major movements in recent Anglo-American philosophy such as Logical Atomism, Logical Positivism, and Ordinary Language Philosophy.

307 Twentieth Century Continental Philosophy (3)
An intensive examination of major figures such as Husserl, Heidegger, Habermas, Foucault, and Derrida; movements such as phenomenology and deconstruction; or problems such as representation, the structure of language, and the nature of technology.

310 American Philosophy (3)
A critical treatment of leading philosophers in the United States up to the present with major emphasis on the works of philosophers such as Peirce, James, Royce, Santayana, Dewey, and Whitehead.

315 Political and Social Philosophy (3)
An examination of contemporary and traditional positions on issues such as justice, equality, liberty, human rights, political and legal obligations, and the role and limits of government.

320 Metaphysics (3)
A study of various attempts that philosophers have made to formulate consistent and comprehensive conceptual systems regarding the nature of reality.

325 Epistemology (3)
An examination of historical and contemporary views concerning answers to the following questions: What is knowledge? Under what conditions are beliefs justified? What is the role of reason and sensory experience in obtaining knowledge? Is anything certain? What is the nature of truth?

330 Philosophy of Mind (3)
A study of basic issues in the philosophy of mind such as the relationship of mind to body, knowledge of other minds, and the nature of mental states. The course may focus on selected topics such as the emotions or artificial intelligence.

335 Philosophy of Language (3)
A philosophical inquiry into the nature of meaning, reference, truth, and grammar. Topics may include the relation between language and thought, the relation between language and the world, and how much of language is innate.

399 Tutorial (3, repeatable up to 12)
Individual instruction by a tutor in regularly scheduled meetings (usually once a week). The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

Prerequisites: Junior standing, plus permission of the tutor and the department chair.

450 Seminar in Philosophy (3)
An intensive examination of a selected perspective or tradition, problem, or philosopher. May be repeated for credit.

Prerequisites: Junior or senior philosophy major or permission of the instructor.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
Political Science

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Assistant Professors
Anthony Artuso
Jeremy D. Browning
John C. Creed
Lynne E. Ford
Guoli Liu

Political science is the study of domestic and international politics, government, law, political behavior, public policy, and political philosophy. At the College of Charleston, political science courses are available in five subfields of the discipline: American Politics, Comparative Politics, International Politics, Political Thought and Public Law, and Public Administration and Public Policy. The student majoring in political science has the opportunity to approach the study of politics from several perspectives. Departmental faculty members make ample use of contemporary analytic methods and techniques of social science and take care to emphasize the historical, cultural, and philosophical contexts in which political action occurs.

Political science majors are employed in a variety of occupations. Graduates are currently pursuing careers in law; business and industry; local, state, and federal government; academe; and politics. Special features of the major include special topics courses concerning specific issues, the opportunity for independent study (POLS 401), the opportunity to participate in international or regional organization models (POLS 366), and the field internship (POLS 402), which is designed to enable students to put their theoretical classroom knowledge to the test in actual working situations in government. For qualified students, tutorial study (POLS 400), the opportunity in the senior year to undertake a Bachelor's Essay (POLS 499), or enrollment in selected graduate courses may be available.

Major Requirements

Special Note: New requirements for a major in political science and a changed curriculum are introduced with this Catalog. These changes include the use of POLS rather than POSC to designate courses as well as changes in the number of most courses and in many course descriptions. These regulations are in effect for all students who declare a major after May 15, 1996. The new designation (POLS) and course numbers take effect with the fall 1996 schedule of classes for all political science courses.

36 semester hours are required for a major in political science. All political science majors must include a minimum of three semester hours in four of the five subfields of political science. POLS 101, 250, 251, and 103 or 104 are required of all political science majors and must be completed within the first 15 hours of political science course work. POLS 101 is a prerequisite for all political science courses in the American Politics and Public Administration/Public Policy subfields and the following courses in the Political Thought and Public Law subfield: POLS 220, 341, 342, 343, and 349. All political science majors must complete a minimum of 12 credit hours at the 300 level or above.

The appropriateness of various elective courses depends on the career plans of the individual political science major. Generally, students are encouraged to take courses in history, philosophy, psychology, sociology, anthropology, and statistics.

Special Topics courses, POLS 319, 339, 359, 379, 399, may be repeated if the subject matter changes.

The student must have completed a minimum of 12 hours in political science and have an overall GPA of 2.0 and a GPA of 2.5 in political science courses in order to qualify for an independent study/internship. No more than six hours of independent study and six hours of internship may be applied to the major requirement.

Teacher Education Program

Students who major in political science can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in political science, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

Minor Requirements

A minor in political science will consist of a minimum of 18 hours of course work in political science. A minor must include POLS 101, 250, 251, and 103 or 104 and at least six additional hours in courses in one or more subfields: American Politics, Comparative Politics, International Politics, Political Thought and Public Law, and Public Administration and Public Policy.
Courses in Political Science

Courses in political science are listed in two categories. The first category is courses which are not assigned to a particular subfield. Non-subfield courses are identified by the number ranges 100-199, 250-299, and 400-499. The second category is courses which are listed by subfield. Courses in each subfield are identified by course numbers within a discrete range; courses in the Public Administration and Public Policy subfield are numbered from 200-209 and from 300-319; courses in the Comparative Politics subfield are numbered from 210-219 and from 320-339; courses in the Political Thought and Public Law subfield are numbered from 220-229 and from 340-359; courses in the International Politics subfield are numbered from 230-239 and from 360-379; and courses in the American Politics subfield are numbered from 240-249 and from 380-399.

Non-Subfield Courses
(Non-subfield courses are assigned numbers from 100-199, from 250-299, and from 400-499)

101 American Government (3)
American Government examines the structure, context, functions, and problems of American national government.
Note: This course is required of all political science majors and minors and must be completed within the first 15 hours of political science courses.

102 Contemporary Political Issues (3)
An introductory course for majors and non-majors that emphasizes the analysis of current domestic and international issues. Issues covered will vary from semester to semester.

103 World Politics (3)
This course examines the dynamics of international politics, including in depth coverage of relevant actors, the nature of the state system, cooperation and conflict, global economic interdependence, international institutions, and issues like the role of human rights in international affairs.
Note: Political science majors and minors must take either World Politics or World Geography within the first 15 hours of political science course work.

104 World Geography (3)
World Geography introduces the geographic nature of a variety of topics including population growth, the organization of religions, and resource problems. Both the location of these activities and the processes that led to their patterns are explored using examples from throughout the world.
Note: Political science majors and minors must take either World Politics or World Geography within the first 15 hours of political science course work.

250 Politics and Political Inquiry I (3)
This course is designed to provide the political science major with an introduction to a set of key concepts in political theory and to the historical development of Western political theory. The student will work with primary and secondary literature in political theory and will gain an understanding of how political theorists from Plato to Rawls have attempted to create theories of politics and visions of political order in response to the crises and problems of their time and in light of the work of the political theorists that preceded them.
Note: This course is the prerequisite for POLS 251. It is required of majors and minors and must be completed within the first 15 hours of political science course work.

251 Politics and Political Inquiry II (3)
An introduction to the contemporary nature and practice of political science, this course includes an overview of what political scientists study as well as an examination of the various approaches to inquiry which they utilize.
Prerequisite: POLS 250
Note: This course is required of majors and minors and must be completed within the first 15 hours of political science course work.

400 Tutorial (3)
Tutorials offer individual faculty instruction in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing plus permission of the tutor and the department chair.

401 Reading and Independent Study in Political Science (1-3)
This is a course designed primarily for the student interested in a particular topic. The amount of reading and/or the nature of the project will determine the credit to be assigned.
Prerequisite: Permission of the instructor. May be repeated. No more than six hours may be applied to the major.

402 Field Internship (1-6)
Field internships are designed to provide the advanced student with the opportunity to pursue a research topic in the context of an experiential learning situation. Open to juniors and seniors only.
Prerequisite: Permission of the department. May be repeated. No more than six hours may be applied to the major.

403 Seminar in Public Administration and Public Policy (3)
This course examines selected topics in public administration or public policy. It will be cross-listed with a course in the Master of Public Administration Program and may be repeated for credit if the topic changes.
Prerequisite: senior standing.
Seminar in Political Science (3)
These seminars examine special topics in political science. Topics vary.

Bachelor’s Essay (6)
The Bachelor’s Essay is a year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

American Politics Courses
(Courses in the American Politics subfield are assigned numbers from 240-249 and from 380-399)

State Politics (3)
State Politics examines the political institutions and processes of state and local government within the American federal system. The course includes an analysis of the government and politics of South Carolina in a comparative perspective.
Prerequisite: POLS: 101.

Urban Government and Politics (3)
Urban Government and Politics focuses on the impact of an urban society upon the forms, structure, and functions of county and municipal governments, the political problems generated by metropolitan growth, the various approaches to the governing of the metropolis, the political process in urban communities, and community power structure and decision-making.
Prerequisite: POLS: 101.

The Congress (3)
This course analyzes the organization, procedures, and behaviors of legislative bodies in America, with emphasis on the United States Congress.
Prerequisite: POLS: 101.

Judicial Behavior (3)
Judicial Behavior analyzes the major legal concepts and operations of the American judicial system with an emphasis on the political as well as legal factors involved in judicial decision-making.
Prerequisite: POLS: 101.

The Presidency (3)
This course analyzes the structure, behavior, history, and roles of executive institutions in the American political system.
Prerequisite: POLS: 101.

American Bureaucracy (3)
This course evaluates America’s public bureaucracy in terms of its ability to provide efficient management, public service, and a humane environment for its members.
Prerequisite: POLS: 101.

American Politics and the Mass Media (3)
American Politics and the Mass Media explores how political discourse and institutions are changing with current mass communication technology and practices. This course provides a basic introduction to media law, economics, and regulation and pays special attention to the intersection of the media practices and campaigns, the presidency, public opinion, policy making, and war.
Prerequisite: POLS: 101.

Political Parties and Interest Groups (3)
This course examines the nature, functions, organization, and activities of political parties and interest groups. This course explores topics such as the processes of nomination, campaigns, and elections in the American political system as well as comparative analysis of parties and interest groups in other systems.
Prerequisite: POLS: 101.

Elections, Participation, and Voting Behavior (3)
This course analyzes American elections, voting, and alternative conventional and unconventional forms of participation citizens might undertake in an effort to influence politics. Students will be introduced to the principal theories and methods of the voting behavior literature and have the opportunity to test those theories using recent national election data.
Prerequisite: POLS: 101.

Public Opinion in American Politics (3)
This course covers the formation, expression, and measurement of American public opinion in order to better understand how citizens think about and react to the political world.
Prerequisite: POLS: 101.

Southern Politics (3)
Southern Politics is a comparative study of selected political patterns and trends in the Southern states since World War II.
Prerequisite: POLS: 101.

Extremist Politics (3)
This course analyzes the organization, philosophy, and activities of American extremist movements.
Prerequisite: POLS: 101.

Women and Politics (3)
Women and Politics examines the role of the women’s movement and feminism, and political participation by women, primarily within the American political system. The course focuses attention on women as
citizens within a particular culture as political candidates and policymakers.

**Prerequisite:** POLS: 101.

**393 Religion and Politics (3)**
This course is an examination of religion and public life in the United States. The history of religion and politics, religion’s effect on political culture, political behavior and public policy, and the boundary between church and state will be explored.

**Prerequisite:** POLS: 101.

**399 Special Topics in American Politics (3)**
These courses examine selected topics in American politics not covered in other courses.

**Comparative Politics Courses**

(Courses in the Comparative Politics subfield are assigned numbers from 210-219 and from 320-339)

**210 Introduction to Comparative Political Analysis (3)**
This course surveys theories and methodologies in comparative political analysis. It includes an examination of concepts, types and levels of analysis, and methods of inquiry in the comparative study of politics.

**320 Politics of Western Europe (3)**
This course undertakes a comparative political analysis of selected political systems in Western Europe and selected aspects of the European Union.

**321 Politics of Latin America (3)**
Politics of Latin America surveys political and related economic and social dynamics in Latin American nations.

**322 Politics of Africa (3)**
Politics of Africa surveys political and related economic and social dynamics in selected African nations.

**323 Politics of East Asia (3)**
Politics of East Asia analyzes the national and international politics of China and Japan with emphasis on political, social, and economic patterns and processes. Cultural tradition, policy making, and the international context will be examined.

**324 Politics of the Middle East (3)**
Politics of the Middle East surveys the political, economic, and social structures and forces that make up the essence of Middle East politics and shape the region’s place in the world.

**325 Politics of Central/Eastern Europe (3)**
This course examines the unique political, social, and economic problems of Central/Eastern Europe with particular attention to the transition from authoritarian rule to democratic policy.

**326 Soviet and Russian Politics (3)**
Soviet and Russian Politics examines the politics and government of the former Soviet Union and Russian Republic. Key issues explored in the course include continuity and change in Soviet and Russian political systems and the evolution of domestic and international policy since the end of World War II.

**327 The Political Economy of Southern Africa (3)**
This course surveys the political and economic dynamics in countries in the Southern African region focusing on the development of regional political and economic integration.

**328 Modernization, Dependency, and Political Development (3)**
This course examines the major theories of development and underdevelopment. The class addresses the domestic and international political, social, and economic factors that promote or retard development in Africa, Latin America, Asia, and the Middle East.

**329 Politics of Protest and Revolution (3)**
This course undertakes a comparative study of protest and revolution in industrialized and non-industrialized countries. The political, economic, and social conditions that give rise to protest and revolution will be examined. Reform movements, revolts and revolutions, both historical and contemporary, will be compared from a cross-system perspective.

**339 Special Topics in Comparative Politics (3)**
These courses examine selected topics in comparative politics not covered in other courses.

**International Politics Courses**

(Courses in the International Politics subfield are assigned numbers from 230-239 and from 360-379)

**360 International Relations Theory (3)**
This course is designed to familiarize students with the theoretical and analytical tools needed to explore the perennial and pressing questions of international relations. The class includes analysis of key international relations issues from a variety of theoretical perspectives.

**361 The United States in World Affairs (3)**
The United States in World Affairs provides an overview and political analysis of America’s continual search for its appropriate roles in the world. This course includes examinations of the assumptions, theories,
and concepts that shape American policies overseas.

362 Case Studies in Foreign Policy (3)
Case Studies in Foreign Policy surveys and evaluates a variety of theoretical approaches to the study of foreign policy and practice and applies these approaches to various countries and different foreign policy issue areas. The emphasis in this course is conceptual, with a focus on theories of human behavior and the contributions these theories make to the comparative study of foreign policy.

363 International Law And Organization (3)
This course will examine basic concepts and principles of international law and analyze the nature, political processes, and impact of international organization in world politics. It will explore different approaches to the study of international organization and evaluate the performance of international organizations in carrying out tasks and attaining goals.

364 International Environmental Politics (3)
International Environmental Politics examines the transnational nature of environmental issues and the responses to them in light of the political, economic, and social priorities of states and other actors in the global arena. The course includes substantive discussion of key environmental concerns and specific analysis of how international institutions and selected communities throughout the world have grappled with the politics of environmental stress and degradation.

365 International Political Economy (3)
This course seeks to understand the interactions of politics and economics and to link theoretical questions to an examination of the vast changes that have occurred in the world. It analyzes the political and economic causes and implications of international economic relations across numerous dimensions of economic exchange — trade, direct investment, aid, monetary relations, technology transfers — from various perspectives.

366 International Diplomacy Studies (3)
This course investigates the structure, operation, and prospects of international and/or regional organizations such as the United Nations, Organization of African Unity, Organization of American States, Arab League, etc. The class includes participation in international or regional organization models.
Prerequisite: Permission of the instructor.

367 The Geography of International Conflict (3)
The Geography of International Conflict analyzes contemporary international conflicts within the context of theories and concepts in political geography. Conflicts explored in this course include those in the former Yugoslavia, Northern Ireland, and South Africa. Furthermore, the U.S.'s role as potential peacemaker in these regions is investigated.

379 Special Topics in International Relations (3)
These courses examine selected topics in international politics not covered in other courses.

Political Thought and Public Law Courses
(Courses in the Political Thought and Public Law subfield are assigned numbers from 220-229 and from 340-359)

220 Criminal Justice (3)
Criminal Justice analyzes the criminal justice system, from defining crimes through arrest to conviction and sentencing, with emphasis on the relationships between the actors and institutions in the system and the purposes served by the system.
Prerequisite: POLS 101.

340 Democratic and Anti-Democratic Thought (3)
This course focuses on democratic theory and its enemies. Students will read a variety of democratic and anti-democratic theorists and, on the basis of these readings, examine the various contending definitions of democracy, assess the value of democracy, and evaluate the arguments of those opposed to democracy. Theorists will include: Rousseau, Marx, Cole, MacPherson, Michels, Mosca, Pareto, Schumpeter, and Spitz.

341 Constitutional Law (3)
This course concentrates on the American Constitution. Topics focus on the power relationships between the executive, legislature, judiciary, and state governments, including the commerce clause, war powers of the executive, legislative powers to tax and spend, judicial review, and the doctrines and principles of American constitutionalism.
Prerequisite: POLS 101.

342 Civil Liberties (3)
This course is largely a study of basic individual liberties found in the American Constitution and interpreted by the U.S. Supreme Court. Typically, the rights and liberties discussed include the first amendment (freedom of speech, press, and the religion clause) and the 14th amendment (equal protection of the laws — including race, gender, age, and privacy).
Prerequisite: POLS 101.

343 Mass Media and the First Amendment (3)
This course focuses on theoretical issues involving mass media and the First Amendment, as well as issues of conflict and consensus between mass media and political institutions. Topics examined include theories of free expression, obscenity, licensing, privacy, and media restrictions as they affect constitutional freedoms, the Freedom of Information Act, and the Federal Communications Commission.
Prerequisite: POLS 101.
344 Jurisprudence (3)
The purpose of this course is to study the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental legal concepts and normative theories.

345 Ethics and Politics (3)
Ethics and Politics examines the relationship between ethics and politics. This course explores a variety of moral issues that arise in political life including corruption, the problem of dirty hands, lies and deception, and whistleblowing. The political, philosophical, and psychological dimensions of these choices are assessed.

346 Modern Ideologies (3)
This course analyzes the major political doctrines and political cultures of the present day, with primary emphasis on Communism, Fascism, Socialism, and the doctrines of the modern democratic state.

347 American Political Thought (3)
American Political Thought analyzes the political ideas and beliefs that condition and influence the political system. Topics include a history of American political thought, the development of civic culture, and the ideology of the common man.

348 Methods of Political Science (3)
Methods of Political Science examines the methodological foundations of contemporary political science, including a survey of the dominant approaches to political inquiry.

349 Contemporary Constitutional Issues (3)
This course will address emerging questions and controversies concerning constitutional law and civil liberties with an emphasis on the decisions of the United States Supreme Court. The predominant issues are freedom of speech, religious freedom, equal protection, and the takings clause of the Constitution. Additional emerging issues will also be reviewed.
Prerequisite: POLS 101.

359 Special Topics in Political Thought and Public Law (3)
These courses examine selected topics in political thought or public law not covered in other courses.

Public Administration and Public Policy
(Courses in the Public Administration and Public Policy subfield are assigned numbers from 200-209 and from 300-319)

200 Introduction to Public Administration (3)
Introduction to Public Administration analyzes the basic principles, functions, and practices of public organizations and public management.  
Prerequisite: POLS 101.

201 Introduction to Public Policy (3)
Introduction to Public Policy examines the cultural, economic, and institutional context that shapes public policy in the United States. The course assesses how, why, and when government responds to some policy problems and not others and the process by which alternative solutions are formulated, adopted, and implemented. Implications for solving public problems, and for resolving moral and political disagreements in a manner consistent with democratic ideals, are considered.
Prerequisite: POLS 101.

300 Politics of the Budgetary Process (3)
This course analyzes the federal budgetary process with an emphasis on the political and procedural factors that affect reform efforts, revenues, expenditures, and budget control.
Prerequisite: POLS 101.

301 Politics of the Administrative Process (3)
Politics of the Administrative Process analyzes the role of modern bureaucracy in the policy process. The course is taught from the perspective of the administrative agency and designed to familiarize students with how administrators formulate and influence policy and the role that agencies play in the larger political process.
Prerequisites: POLS 101; POLS 200.

302 Policy Evaluation (3)
Policy Evaluation reviews the strategies for analyzing performance and goal achievement in the public sector. The course includes a survey of the criteria, methodology, and analytical techniques employed in evaluating government programs.
Prerequisites: POLS 101; POLS 201 or permission of instructor

303 Advanced Policy Studies (3)
Advanced Policy Studies is a seminar that focuses on a particular policy area in some detail and develops more sophisticated analytical tools for assessing empirical outcomes and normative implications of policy.
Prerequisites: POLS 101; POLS 201 or permission of instructor

304 American Foreign Policy Process (3)
American Foreign Policy Process surveys the process by which American foreign policy is made. The course extends beyond the traditional institutions of the presidency and Congress to encompass other actors, like courts, the states, the media, the public, and the international policy environment.
Prerequisite: POLS 101.

305 Urbanization and Urban Geography (3)
Urbanization and Urban Geography analyzes the process of urbanization and contemporary urban trends and issues. Topics investigated include the evolution of neighborhoods, social conflict over access to resources,
and the future of urbanism as a way of life. Students will have the opportunity to explore the city through field trips and an analysis of a local urban issue.

*Prerequisite:* POLS 101.

**306 Urban Policy (3)**
Urban Policy examines the urban service system and policy formulation and implementation processes. The potential advantages and disadvantages of citizen participation in local policy implementation are assessed, specific urban issues are examined, and the barriers to formulating a national urban policy are identified.

*Prerequisite:* POLS 101.

**319 Special Topics in Public Administration and Public Policy (3)**
These courses examine an advanced topic in public administration or public policy.

*Prerequisite:* POLS 101.
The Department of Psychology offers courses in both traditional and newly developed areas of psychological investigation to acquaint the student with the methods of inquiry and body of knowledge that constitute modern psychology. Special topics and independent study courses offer opportunities for both students and instructors to explore individual areas of interest.

The department's program prepares undergraduate majors for careers in human services and psychology-related fields, for graduate programs in psychology and other professions, and for careers in any field in which a liberal arts education is useful. An understanding of human behavior is relevant to any occupation or profession which involves interaction with others.

The department possesses excellent facilities for the study of both human and animal behavior including a laboratory for the experimental analysis of behavior plus four laboratories and two observation suites.

The department welcomes those students planning to major in the field and those students whose major interest lies elsewhere but who wish to take courses in psychology either to broaden and support their other interests or to fulfill the minimum degree requirements in social science. For all students, PSYC 103 is the basic course, and it is a prerequisite for all other psychology courses.

**Major Requirements**

1. 34 semester hours of psychology courses, which must include the following:
   a. all of the following: PSYC 103, 211, and 220
   b. two of the following: PSYC 213, 214, or 215
   c. two of the following: PSYC 307, 309, or 310
   d. one of the following: PSYC 360 through 368
   e. one of the following: PSYC 370 through 396
   f. at least nine additional semester hours of any psychology courses except PSYC 324.

2. Eight semester hours of an introductory sequence in biology, chemistry, or physics (excluding astronomy), of which 2 semester hours must be earned in the accompanying laboratories.

Psychology majors and students considering psychology as a major may secure a Guide for Psychology Majors from the department secretary in Room 132A, Science Center. This brochure, prepared by the department, is designed to assist students in planning their programs of study. It also provides information about psychology as a profession and about employment opportunities for psychology majors.

**Minor Requirements**

PSYC 103 and at least 15 additional hours in psychology.

**Psychology Courses**

103 General Psychology (3)
An introduction to the scientific study of behavior and a survey of general principles and significant experimental findings.

211 Psychological Statistics (3)
Elementary statistical techniques and their application to the analysis and interpretation of psychological data.
Prerequisite: PSYC 103.

213 Conditioning and Learning (3)
A survey of the experimental study of human and animal learning with an introductory consideration of modern learning theory.
Prerequisite: PSYC 103.

214 Physiological Psychology (3)
A consideration of anatomical and physiological correlates of behavior.
Prerequisite: PSYC 103.

215 Cognitive Psychology (3)
Empirical findings and theoretical models in human information processing and performance are examined. Examples of topics include attention and pattern recognition, memory and imaginal representation,
problem solving, reasoning, creativity, and sensory-motor skills.

Prerequisite: PSYC 103

220 Research Methods (3)
A survey of standard research methods used by psychologists. Topics include the scientific method, measurement issues, observational techniques, sampling, experimental designs, and data analysis.

Prerequisites: PSYC 103 and 211.

307 Abnormal Psychology (3)
The psychological aspects of behavior disorders with emphasis on neurotic and psychotic disorders.

Prerequisite: PSYC 103.

308 Psychology Of Personality (3)
The normal personality from the point of view of contemporary psychology. A consideration of structure, dynamics, individual differences, and methods of assessment will be given.

Prerequisite: PSYC 103.

309 Developmental Psychology I: Childhood and Adolescence (3)
A study of the development of behavior during infancy, childhood, and adolescence. Attention is given to unifying theoretical formulations and to the research methodologies typical of the field of developmental psychology.

Prerequisite: PSYC 103.

NOTE: A student may not receive credit for both PSYC 309 and PSYC 324.

311 Social Psychology (3)
A study of the principles of human interaction, including a consideration of such topics as social learning, person perception, attitudes, prejudice, and analysis of small group behavior.

Prerequisite: PSYC 103.

317 Motivation (3)
A critical analysis of the concept of motivation in historical perspective with an emphasis on contemporary research and theories.

Prerequisite: PSYC 103.

318 Comparative Psychology (3)
A comparison and explanation of the similarities and differences in the behavior of different species of animals.

Prerequisite: PSYC 103.

321 Industrial Psychology (3)
A study of the application of psychological principles to industrial organizations. Topics covered include individual differences, job satisfaction, supervision, personnel selection, training, and placement.

Prerequisite: PSYC 103.

324 Life Span Human Development (3)
A course designed to introduce the principles of human development to the non-psychology major. Attention is given to physical, emotional, social, and cognitive development over the entire life span.

Prerequisite: PSYC 103.

NOTE: This course is not open to psychology majors. A student may not receive credit for both PSYC 309 and PSYC 324.

329 Environmental Psychology (3)
A study of the relationships between human behavior and the physical environment, including a consideration of such topics as the effects of the arrangement of interior spaces, structures of communities, crowding in urban environments, climate, and natural disasters. Opportunity will be provided for student participation in research projects.

Prerequisite: PSYC 103.

333 Health Psychology (3)
An examination of psychological variables contributing to disease and the effects of illness and injury on behavior. Examples of topics treated include psycho-physiological disorders, impact of stress, pain mechanisms, medical settings and patient behavior, psychological approaches to prevention and management, and compliance.

Prerequisite: PSYC 103.

334 Psychology of Stress
An examination of stress from physiological and psychological perspectives. Presentation of empirical research and theoretical models. Examples of topics include occupational and performance stress, stress in animals, stressful life events, post-traumatic stress, sociocultural and familial stress, and coping mechanisms.

Prerequisite: PSYC 103.

336 States of Consciousness (3)
Psychological theory and empirical research concerning the continuum of awareness states. Topics treated include sleep and dreams, hypnosis and self-regulated consciousness, Eastern psychological approaches, and drug effects and hallucinatory states.

Prerequisite: PSYC 103.

340 Nonverbal Communication (3)
This course is a survey of research on how the body and voices are used in the communication of emotion, attitudes, status, and other messages. The roles of gestures, movement, facial expressions, gaze, interpersonal distancing, touch, taste, smell, physical appearance, and paralanguage are considered.

Prerequisite: PSYC 103.
342 Approaches to Human Communication (3)
This course presents an in-depth and interdisciplinary survey of a wide range of theoretical approaches to the study of interpersonal, group, organizational, and mass communication.
Prerequisites: PSYC 103 and junior or senior standing.

360 Laboratory in Conditioning and Learning (1)
Selected research in animal learning applying methods typical in the field.
Prerequisites: PSYC 103, 211, and 220.
Co-requisite or prerequisite: PSYC 213.

362 Laboratory in Social Psychology (1)
Selected research in social psychology applying methods typical in the field.
Prerequisites: PSYC 103, 211, and 220.
Co-requisite or prerequisite: PSYC 214.

364 Laboratory in Physiological Psychology (1)
Selected research in physiological psychology applying methods typical of the field.
Prerequisites: PSYC 103, 211, and 220.
Co-requisite or prerequisite: PSYC 310.

366 Laboratory in Sensation and Perception (1)
Selected research in sensation and perception applying methods typical of the field.
Prerequisites: PSYC 103, 211, 214, and 220.
Co-requisites or prerequisites: PSYC 380 or 382.

368 Laboratory in Cognitive Psychology (1)
Selected research in cognitive psychology applying methods typical of the field.
Prerequisites: PSYC 103, 211, and 220.
Co-requisite or prerequisite: PSYC 215.

370 Tests and Measurements (3)
A consideration of the history, theory, and techniques of psychological measurement. Attention is given to the measurement of intelligence, personality, interests, attitudes, and aptitudes. Limited experience in test administration and interpretation is provided.
Prerequisites: PSYC 103 and 211.

372 Behavior Control (3)
A study of the application of the principles of operant and respondent conditioning to the control of human behavior, both normal and disordered, including a consideration of the moral and social implications of the behavior control technologies.
Prerequisites: PSYC 103 and 213.

374 Developmental Psychology II: Adulthood and Aging (3)
A continuation of Developmental Psychology I, with attention given to psychological development from early adulthood through middle adulthood, aging, and death. Special attention is given to current research and unifying theoretical formulations.
Prerequisites: PSYC 103 and 309.
NOTE: A student who has completed PSYC 374 may not subsequently receive credit for PSYC 324.

376 Mass Media and Human Development (3)
An examination of the psychological literature on the role media play in the growth and development of human beings across the life span. Attention is given to theoretical formulations, research methods, and to the social milieu which helps to form the media.
Prerequisites: PSYC 103 and either PSYC 309 or 324.

378 Psychology of Language (3)
The reception, comprehension, and expression of language will be considered from psychological perspectives. Examples of topics include the biological basis of language, the social uses of language, speech perception and production, psycholinguistics, and language development.
Prerequisites: PSYC 103 and 215.

380 Sensory Processes (3)
Auditory, vestibular, somesthetic, olfactory, and gustatory systems are examined from physiological and psychological perspectives. Determinants of phenomena of non-visual perception are considered. Exposure is given to psychophysical methods and detection theory.
Prerequisites: PSYC 103 and 214.

382 Visual Perception (3)
A study of physiological and psychological variables determining our visual experiences. Topics treated include perception of space, form, movement, color and brightness, illusions, attentive processes, and the role of learning in perception.
Prerequisites: PSYC 103 and 214.

384 The Psychology of Eating and Drinking (3)
An examination of the variables that influence normal and disordered eating and drinking behavior. The primary focus is on the physiological determinants, but considerable attention is devoted to environmental and cognitive factors.
Prerequisites: PSYC 103 and 214.

386 Drugs, Brain, and Behavior (3)
This course is a survey of behaviorally active drugs with emphasis on neurochemical and behavioral mechanisms of action.
Prerequisites: PSYC 103 and 214.
390 Research Design and Interpretation (3)
The principles of experimental and non-experimental research designs and the interpretation of data. The designs will be selected from simple randomized designs, factorial designs, within-subject designs, mixed designs, single-subject designs, and correlation designs, each analyzed by the appropriate statistical tests. 
Prerequisites: PSYC 103, 211, and 220.

392 Introduction to Clinical Psychology (3)
A survey of modern clinical practice. Topics include the role and training of clinical practitioners, clinical assessment, and techniques of intervention. 
Prerequisites: PSYC 103, 307, and at least 12 additional hours in psychology.

394 Systems of Psychology (3)
A study of contemporary psychological theory, including a consideration of Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis. 
Prerequisites: PSYC 103 and at least 12 additional hours in psychology.

396 Advanced General Psychology (3)
A consideration of selected topics from various fields of psychology. Designed to be taken in the senior year. 
Prerequisites: PSYC 103 and at least 15 additional hours in psychology.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). 
Prerequisites: Junior standing, plus permission of the tutor and the department chair.

400 Independent Study (1-3)
401
402
403
Individually supervised reading and/or research on a topic or project agreed upon by students and supervisor. 
Prerequisite: Open to the junior and senior psychology majors with the permission of a staff member as supervisor. Formal written application must be submitted prior to registration stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise. No student having a GPA of less than 3.0 in psychology courses will be admitted to independent study.

410 Special Topics in Psychology (3)
An examination in depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor. 
Prerequisite: Open to juniors and seniors with the permission of the instructor. (No more than six hours in special topics may be applied to meet the requirements for the major.)

499 Bachelor’s Essay (6)
A year-long research and writing project completed during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
RELIGIOUS STUDIES
803-953-5687

Hugh T. Wilder, Chair

Professors
Hugh T. Wilder
Associate Professors
June McDaniel
Assistant Professors
Margaret Cormack
Lee Irwin

Religion is a central element of human cultures, and the study of religion is an important part of liberal education. The religions of the world exhibit a wide variety of beliefs and doctrines, rituals and practices, social institutions and ways of life. Courses in religious studies inquire into these different aspects of religions and religious experiences, and draw on methodologies from many diverse fields in the humanities.

Religious studies courses at the College take an objective and impartial approach toward the study of world religions. Religious issues are discussed and sacred texts are studied from an academic rather than from a faith-oriented point of view. Courses adopt the traditional methods of scientific, historical, philosophical, and textual scholarship.

Courses in religious studies introduce students to the methods and subjects of inquiry in the academic study of religions (101), world religions (102), and religion and society (115). At a more advanced level, students may study the development of beliefs and rituals in a variety of religious traditions (225, 230, 235, 240, 245, 248, 250, 260) as well as comparative and thematic courses such as women and religion (265), mystical experience (301), and various topics in indigenous religions (305). Historical and critical study of sacred texts (201, 202, 310) and advanced study in theory and method (401) are also important aspects of the religious studies program.

Minimum Degree Requirements
All religious studies courses satisfy the minimum degree requirement in the humanities and do so separately from philosophy courses satisfying that requirement.

Major Requirements
A minimum of thirty (30) semester hours in religious studies, which must include the following:
1. One introductory course (101, 102, or 115);
2. Two religious traditions courses, one from group A and one from group B:
   Group A: 225, 230, 235, 250
   Group B: 240, 245, 248, 260;
3. One sacred text course (201, 202, or 310);
4. Two additional courses at the 200-level or above;
5. Two additional courses at the 300-level or above;
6. 401;
7. One additional course in religious studies.

Minor Requirements
A minimum of eighteen (18) semester hours in religious studies which must include the following:
1. 102;
2. Any one of the following: 225, 230, 235, 240, 245, 248, 250, 260;
3. Any one of the following: 201, 202, 310;
4. Three additional courses in religious studies, at least one of which must be at or above the 300 level.

Religious Studies Courses
101 Approaches to Religion (3)
This course will introduce religious studies through a particular theme, such as holy people, the body, or death and the afterlife. Both religious phenomena and theories of interpretation will be covered.

102 Introduction to World Religions (3)
An introductory survey of the major religions of mankind, beginning with a treatment of tribal religions and including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

115 Religion and Society (3)
A study of the social and political dimensions of religion, including the role of religion in the framework of culture and history.

201 The Old Testament: History and Interpretation (3)
An introductory study of the Hebrew Bible, or Old Testament, which considers the development of biblical literature in the context of ancient Near Eastern culture and history. Topics covered may include the telling of creation, the roots of monotheism, the interpretation of misfortune, prophecy and prophets, kingship and exile, the formation of the Hebrew canon, and critical methods of scriptural study.

202 The New Testament: History and Interpretation (3)
An introductory study of the New Testament. Readings from primary and secondary sources will concern the historical, social, religious, and literary backgrounds of gospels, letters, and the Apocalypse. Other topics covered may include the earliest Christian communities, the career of Paul, religious influences and the Greco-Roman world, women in the early churches, the formation of the Christian canon, and critical methods of scriptural study.
220 Comparative Religious Ethics (3)
An examination of the nature of ethical doctrines within different religions, including the manner in which a particular religious ethics is grounded in text, culture, and tradition.

225 The Jewish Tradition (3)
An introduction to the Jewish religious tradition from the perspective of history and practice. The long history of Judaism will be surveyed in order to understand the development of Jewish beliefs, culture, and institutions. Customary Jewish practice in all periods also will be investigated.

230 The Christian Tradition (3)
An examination of the Christian religious tradition from the perspective of history and practice. Attention will be given to the development of some of its religious ideas.

235 The Islamic Tradition (3)
An examination of Islamic beliefs and practices, covering Muhammad's life, Islamic social and religious institutions, and the Sunni, Shi'ite, and Sufi traditions.

240 The Buddhist Tradition (3)
An examination of the early beliefs, practices and doctrine of Buddhism, the formation of monastic communities, and the historical development of both Theravada and Mahayana Buddhism. Exemplary texts from the Buddhist tradition, religious symbolism and art, soteriological theory and social context will also be discussed.

245 The Religions of India (3)
An examination of Hindu religious beliefs and practices in their Indian context, with emphasis on primary texts, doctrines, rituals, and the arts. Attention will be given to the change and development of Hindu religious ideas. The influences of Islam, Jainism, and Buddhism will also be explored.

248 Religious Traditions of China and Japan (3)
An examination of the religious traditions of China and Japan with special emphasis on the classical periods. Topics will include folk religion, ritual and festival, arts and sacred architecture. The primary focus will be on Confucianism, Taoism, Chinese Buddhism, Shinto, and the various schools of Zen.

250 American Religious Traditions (3)
A survey of various issues of American religion, covering such topics as the role of religion in the African-American experience, denominational religious histories, religion in American reform movements, and American theological traditions.

255 Philosophy of Religion (3)
An examination of issues such as the nature of religious experience, arguments for the existence of God, the conflict between reason and faith, immortality, the nature of miracles, and the problem of evil.

Note: This course may not be taken for credit if credit has been received for PHIL 255.

260 Native American Religious Traditions (3)
An introduction to the indigenous religions of the Americas, including such topics as: cosmology, oral myth traditions, socio-religious organization, ceremonial cycles, worldview, and religious experience.

265 Women and Religion (3)
An examination of the images and roles of women within various religious traditions, along with a consideration of their impact on social attitudes and structures. The course will include such topics as the nature of the goddess, priestess, saint, witch, holy virgin, and martyr.

298 Special Topics in Religious Studies (3)
An examination of a special topic in religious studies. The course may be repeated for credit if the content is different.

Prerequisite for all 300-level courses: either three semester hours in religious studies or permission of the instructor.

301 Mysticism and Religious Experience (3)
An examination of the breadth and variety of mystical and religious experiences, with special consideration given to their symbols, dynamics, and historical interpretations.

305 Topics in Indigenous Religions (3)
A comparative examination of topics and themes central to the study of indigenous religions. Topics covered may include the following: cosmology, shamanism, ritual, sacred art, oral traditions, myth, rites of passage, and social and religious organization.

310 Sacred Texts (3)
A critical analysis of selected major texts from the world's religious traditions. May be repeated for credit with the permission of the instructor if the texts vary.

315 Cults and Charisma (3)
An examination of religious sects and charismatic leadership using historical and contemporary case studies to test a variety of theoretical principles. Topics may include the formation of messianic sects, the traditional authority of priests and shamans, the events at Jonestown, and the popular image of the "cult."
310 Sacred Texts (3)
A critical analysis of selected major texts from the world’s religious traditions. May be repeated for credit with the permission of the instructor if the texts vary.

315 Cults and Charisma (3)
An examination of religious sects and charismatic leadership using historical and contemporary case studies to test a variety of theoretical principles. Topics may include the formation of messianic sects, the traditional authority of priests and shamans, the events at Jonestown, and

330 Christian Origins (3)
An examination of the origin and development of Christian thought and practice in the context of Jewish, Hellenistic and Roman civilizations.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

Prerequisites: Junior standing plus permission of the tutor and the department chair.

401 Theories and Methods in the Study of Religion (3)
An examination of the problems and methods of the study of religion. Theories of the nature, origins and functions of religion will be considered. This course is designed as a senior seminar and is the capstone course for the program in religious studies.

Prerequisite: Nine semester hours at or above the 200 level in religious studies.

499 Bachelor’s Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and be approved by the department prior to registration for the course.

Prerequisites: Six semester hours in religious studies courses and approval of the department.
Sociology

SOCILOGY
803-953-5738

Christine A. Hope, Chair

Professors
Klaus de Albuquerque
George E. Dickinson
Robert E. Tournier

Associate Professors
Christine A. Hope
Ernest G. Rigney

Assistant Professors
Von Bakanic
Idee Winfield

Visiting Assistant Professor
Ande Kidanemariam

Senior Instructor
Ann Stein

Sociology is the scientific study of human social behavior. It focuses on the factors that organize and structure social activities, as well as those that disorganize and threaten to dissolve them. As a social science, sociology applies objective and systematic methods of investigation to the discovery and identification of regularities in social life and to the understanding of the processes by which they are established and changed.

The study of sociology is attractive to persons preparing for further study and for professional careers, as well as to those seeking a liberal education and immediate employment. As part of a liberal arts program, sociology enables students to understand the social environment in which they live and the social forces that shape their personalities, actions, and interactions with others. As a pre-professional program, the sociology major provides a good background for persons entering the human services, criminal justice, law, education, journalism, planning, public relations, or personnel services. Sociology also provides the analytical skills necessary for careers in market research, program evaluation, sales, management, and other business activities.

Major Requirements
34 hours within the major, which must include SOCY 101, 202, 260, 271, 360, 371, and 491. Sociology majors must take SOCY 101 and at least one 200-level course prior to taking any course numbered in the 330s, 340s, 350s, and 360s. SOCY 202, 260, and 271 must be taken within the first 18 hours of the major and prior to SOCY 360 and 371. In addition, students must take at least one course in each of the three areas of concentration in sociology: social psychology (330s), social problems (340s), and social organization (350s). The remaining six hours are electives to be selected from 300- and 400-level sociology courses.

Sociology majors are required to take MATH 104 (Elementary Statistics) or an equivalent course. SOCY 102 and 103 will not apply to the major or minor in sociology nor toward the GPA.

Students majoring in sociology are encouraged to include courses in anthropology, history, political science, international studies, philosophy, psychology, economics, statistics, and computer programming in their program of study. Sociology majors may wish to pursue an interdisciplinary minor in African American studies, criminal justice, or women's studies.

Minor Requirements
18 hours of course work including SOCY 101, 202, 260, 271, and any six hours of 300-level courses in sociology.

Teacher Education Program
Students who major in sociology can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in sociology, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

Sociology Courses
101 Introduction to Sociology (3)
An introduction to the study of the individual and society as mutually influencing systems.

102 Contemporary Social Issues (3)
A survey of social issues with their origin in contemporary systems of social organization. An intensive study of the causes of selected American social issues and an evaluation of attempts to solve them. SOCY 102 will not apply to the major or minor or GPA in sociology.

103 Sociology of the Family (3)
An analysis of the family in its social context. Emphasis placed on how socio-cultural factors influence social interaction within families, on social change effects on families, and on the relationship of families to the total social system. SOCY 103 will not apply to the major or minor or GPA in sociology.

202 Introduction to Social Institutions (3)
The study of the nature, structure, and function of the major institutions developed and maintained by society to serve its ends.
Prerequisite: SOCY 101.
260 Development of Social Thought (3)
A study of the development of sociology as a body of knowledge and of the various “classical” attempts to define the problems and boundaries of a science of human social behavior.

*Prerequisite:* SOCY 101.

271 Introduction to Social Research (3)
An examination of the assumptions, strategies, and techniques sociologists use for systematically observing the social world.

*Prerequisite:* SOCY 101.

*Note:* For non-majors and non-minors, written permission from the instructor is required to take a 300-level course, if the prerequisites are not met. Sociology majors and minors must meet the prerequisites.

331 Society and the Individual (3)
A survey of the manifold ways in which social structure and personality interact. Among the topics covered will be socialization, attitude formation and change, cognition and perception, and collective behavior.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

332 Collective Behavior (3)
An examination of the theories and literature, both historical and contemporary, relevant to the more dramatic forms of human social behavior: panics, riots, revolutions, and the like.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

336 Death and Dying (3)
An analysis of death and dying as social processes and problems. Although emphasis is on the American way of dying, death, and bereavement, cross-cultural patterns will also be viewed.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

339 Special Topics in Social Psychology (3)
An intensive examination of some special topics in social psychology. Formulation of the specific subject matter for the course will reflect both student and faculty interest.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

340 Medical Sociology (3)
A review of the ways in which health, illness, and treatment are conceptualized in different societies. Medical systems of the U.S. and interaction with non-Western medical systems will be discussed. Credit cannot be received for both SOCY 340 and ANTH 340.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

341 Criminology (3)
A study of criminal behavior, penology, and rehabilitation, including the analysis of crime statistics, theories of criminal behavior, and important Supreme Court decisions.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

342 Juvenile Delinquency (3)
A detailed analysis of the nature, extent, and causative theories of juvenile delinquency, and an evaluation of treatment and preventative programs designed to reduce juvenile delinquency.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

343 Race and Ethnic Relations (3)
An in-depth examination of the problems associated with race and ethnic relations in contemporary American society.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

344 Social Gerontology (3)
An investigation of the sociological aspects of aging with an emphasis on the social problems faced by older citizens and those faced by the members of society because of those citizens. Biological and psychological influences on the social behavior of the aged will be considered as they relate to the problems studied.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

349 Special Topics in Social Problems (3)
An intensive examination of some special topics in social problems. Formulation of the specific subject matter for the course will reflect both student and faculty interest.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

351 Urban Sociology (3)
An in-depth examination of the emergence of urban society, contemporary urbanization, and the nature of urban life. Credit cannot be received for both SOCY 351 and ANTH 351.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

352 Population and Society (3)
An introduction to the basic concepts, theories, and methods of population analysis. In addition, major issues related to population growth will be examined from a problem-solving perspective.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

353 Sociology of Occupations and Professions (3)
Analysis of occupational roles and structures, adjustment problems of various career stages, and interrelationships of stratification systems, lifestyles, and occupations.

*Prerequisites:* SOCY 101 and a 200-level sociology course.

356 Sociological Perspectives on Religion (3)
A comparative analysis of the socio-cultural factors influencing the development of religious beliefs, rituals, and organizations. Credit cannot be received for both SOCY 356 and ANTH 356.
Prerequisites: SOCY 101 and a 200-level sociology course.

357 Political Sociology (3)
A comparative review of non-Western and Western political structures. Theories of state formation, political participation, political change, and protest will also be studied. Credit cannot be received for both SOCY 357 and ANTH 357.
Prerequisites: SOCY 101 and a 200-level sociology course.

358 Sociology of Organizations (3)
An examination of contemporary theories and research strategies concerning the central importance of organizations in modern society.
Prerequisites: SOCY 101 and a 200-level sociology course.

359 Special Topics in Social Organization (3)
An intensive examination of some special topics in social organization. Formulation of specific subject matter for the course will reflect both student and faculty interest.
Prerequisites: SOCY 101 and a 200-level sociology course.

360 Power and Privilege (3)
A critical analysis of the theories and issues of power, social mobility, and the effects of societal differentiation in general.
Prerequisites: SOCY 101, 202, 260, and 271.

362 Social and Cultural Change (3)
A study of current and historical theories concerning the process of socio-cultural change. Attention given to the techniques involved in the analysis and control of directed cultural and social change. Credit cannot be received for both SOCY 362 and ANTH 362.
Prerequisites: SOCY 101 and a 200-level sociology course.

363 African American Society and Culture (3)
A survey of African American society and culture beginning with the African homeland and ending with an exploration of contemporary issues facing New World African communities. Credit cannot be received for both SOCY 363 and ANTH 323.
Prerequisites: SOCY 101 and a 200-level sociology course.

369 Special Topics in Social Theory (3)
An intensive examination of some special topic in social theory. Formulation of the specific subject matter for the course will reflect both student and faculty interest.
Prerequisites: SOCY 101 and a 200-level sociology course.

371 Social Research Practicum (3)
An opportunity for students to develop the specific skills necessary for planning and implementing research in sociology. Students will plan and carry out a piece of research using professional statistical analysis packages.

Prerequisites: SOCY 101, 202, 260, and 271.

381 Internship (1-6)
An opportunity for students with a strong interest in social services to have a supervised placement in an agency or social service situation.
Prerequisites: Junior standing, GPA of 3.0 in sociology, an overall GPA of 2.5, a major or minor in sociology, and permission of the instructor. Course prerequisites may vary depending on the nature of the placement.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing plus permission of the tutor and the department chair.

490 Independent Study (1-3)
Individually supervised readings and study of some sociological work, problem, or topic of the student’s interest.
Prerequisites: Junior standing, GPA of 3.0 in sociology, an overall GPA of 2.5, a major or minor in sociology, and permission of the instructor.

491 Sociology Capstone (1)
A crystallization of knowledge and appreciation of the discipline. Attention given to methodological, theoretical, and substantive issues germane to sociology.
Prerequisites: SOCY 360 and 371.

499 Bachelor's Essay (6)
A year-long research and writing project during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
Urban Studies
803-953-5724

Jane McCollough, Director

Urban Studies is the only interdisciplinary major at the College of Charleston. This program is designed to provide students with the academic foundation necessary to become aware of, and sensitive to, the problems and potential of the city and its environment. Students become acquainted with various approaches to the study of urban and metropolitan life and development through courses in economics, political science, sociology, history, fine arts, business administration, and psychology. The urban studies faculty is drawn from all of these departments.

The program is designed to provide maximum flexibility for the individual student within the structured curriculum. Students can concentrate in one of two areas: Urban Planning and Administration or Urban Policy and Social Problems. The urban studies program is complemented by the experience of a practicum/internship (URST 400) in urban-related agencies, both public and private. The required practicum offers the student unparalleled vocational opportunities by allowing for the exploration and evaluation of talents and interests in a non-academic work setting.

The Urban Studies program is administered by the Department of Political Science.

Urban Studies Curriculum

Major Requirements

The urban studies major requires a total of 41 semester hours: 20 hours in core requirements and 21 hours in a designated area of concentration. The following core courses provide the foundation on which a concentration is built.

Core Courses for All Majors

All core courses must be taken by urban studies majors. They are:

BADM 231 Applied Statistics (3)
Statistical methods with applications to regression, correlation, analysis of variance, and associated models.
Prerequisite: MATH 105 or 120.

or

MATH 231 Applied Statistics (3)
Topics include sampling, hypothesis testing, confidence intervals, simple linear regression, and related probability concepts.
Prerequisite: MATH 105 or 120.

ECON 307 Urban Economics (3)
An examination of the economics of spatial organization focusing on the location of economic activity and the growth of cities and regions. This course will provide a theoretical and empirical basis for analyzing contemporary urban issues.
Prerequisites: Junior standing; ECON 201, 202; MATH 105 or 120.

HIST 211 American Urban History (3)
A survey of urban development from colonial times to the present. This course examines urbanization as a city—building process and its impact on American social, political, and economic life.
Prerequisites: HIST 101 and 102.

POLI 381 Urban Government and Politics (3)
Urban Government and Politics focuses on the impact of an urban society upon the forms, structure, and functions of county and municipal governments, the political problems generated by metropolitan growth, the various approaches to the governing of the metropolis, the political process in urban communities, and community power structure and decision-making.
Prerequisites: POLS 101

SOCY 351 Urban Sociology (3)
An in-depth examination of the emergence of urban society, contemporary urbanization, and the nature of urban life. Credit cannot be received for both SOCY 351 and ANTH 351.
Prerequisites: SOCY 101 and a 200-level course.

URST 201 Introduction to Urban Studies (3)
This course provides an introductory overview of the interdisciplinary field of urban studies. Various aspects of urban life will be explored, utilizing the insights derived from disciplines such as history, sociology, political science, economics, and architecture. The focus will be the multi-faceted city and the continual interaction between its components, especially the efforts of human beings to shape the city while also being shaped by it.

NOTE: This should be one of the first courses taken.

URST 400 Practicum (2)
This is a supervised field learning experience in an urban setting. The student observes and becomes involved in the functions and operations of a private sector, governmental, or community agency. The weekly seminar provides a forum in which the student, in concert with the faculty coordinator, can integrate knowledge gained in the classroom with that acquired during the field experience.

NOTE: Students must obtain instructor's permission the term before enrolling in this course.
The following courses are prerequisites for the core courses: ECON 201 and 202 for ECON 307; HIST 101 and 102 for HIST 307; MATH 105 or 120 for BADM 231 or MATH 231; POLS 101 for POLS 381; SOCY 101 and a 200-level course for SOCY 351.

Students should plan their courses of study with their faculty advisor to assure that prerequisites are satisfied early enough in their program so as not to interfere with enrollment in core courses. Several courses in the concentrations also have prerequisites.

**Areas of Concentration**

Students may select one of two areas of concentration: Urban Planning and Administration, or Urban Policy and Social Problems. Each concentration requires 21 hours.

**Urban Planning and Administration Concentration:**

**A. Core Curriculum**—choose three from:

- **ACCT 203** Accounting Concepts I (3)
  An introduction to accounting principles applicable to single proprietorships and partnerships with emphasis on the accounting cycle and the preparation of financial statements.

- **ECON 320** Managerial Economics (3)
  The application of economic principles relating to cost, revenue, profit, and competition that aid business decision making and policy formulation.
  Prerequisites: Junior standing; ECON 201 and 202; MATH 231 and 105 or 120; BADM 232.

- **PHIL 155** Environmental Ethics (3)
  A study of the philosophical and ethical dimensions of environmental issues, including such topics as the moral status of other species and the nature of human obligations toward the environment.

- **POLS 200** Introduction to Public Administration (3)
  Introduction to Public Administration analyzes the basic principles, functions, and practices of public organizations and public management.
  Prerequisites: POLS 101

- **POLS 302** Policy Evaluation (3)
  Policy Evaluation reviews the strategies for analyzing performance and goal achievement in the public sector. The course includes a survey of the criteria, methodology, and analytical techniques employed in evaluating government programs.
  Prerequisites: POLS 101; POLS 201 or permission of instructor

- **URST 310** Urban Planning (3)
  Topics will include the history of planning, macro theories of planning, goal setting, and implementation within contemporary political settings.
  Primary emphasis will be placed upon the application of planning techniques within agencies and within urban communities; appropriate case studies will be used.

**B. Electives—choose four from:**

- **ARTH 395** Modern Architecture (3)
  A study of modern architecture from 1885 to the present concentrating on the American contributions of Sullivan and Wright, the European modernists, Gropius, Mies van der Rohe, Le Corbusier, and post World War II developments.
  Prerequisite: ARTH 109 or ARTH 245 or permission of the instructor.

- **ACCT 204** Accounting Concepts II (3)
  A continuation of BADM 203. Accounting principles applicable to corporations with emphasis on accounting for manufacturing activities and the information used in management decision-making.
  Prerequisite: ACCT 203.

- **BADM 303** Business Finance (3)
  This course presents the fundamental concepts of corporate finance. Special attention will be given to the financial administrator's role in the area of working capital, capital budgeting, and financing decisions, including international investment and financial considerations.
  Prerequisites: Junior standing; ACCT 203 and 204; ECON 201 and 202; MATH 105 and 231. (BADM 232 suggested).

- **BADM 307** Personnel Management (3)
  A review of personnel policy, manpower planning, staffing, training and development, compensation administration, and union management relations.
  Prerequisite: Junior standing; BADM 301.

- **ACCT 335** Governmental and Institutional Accounting (3)
  Fundamental accounting principles applicable to federal, state, and municipal governmental units and other non-profit organizations such as hospitals, colleges and universities, and voluntary health and welfare organizations.
  Prerequisites: Junior standing; ACCT 203 and 204.

- **BADM 406** Quantitative Methods and Decision Making (3)
  Students are introduced to quantitative modeling techniques and to the role quantitative models play in the decision-making process. Emphasis will be placed on the understanding of tools necessary to quantify decision-making with extensive use of computers and computer-assisted solution methods.
  Prerequisites: Junior standing; BADM 232; MATH 105 and 231.

- **ECON 304** Labor Economics (3)
  This course examines the workings and outcomes of the market for
labor. It is primarily concerned with the behavior of employers and employees in response to the general incentives of wages, prices, profits, and non-pecuniary aspects of the employment relationship. Topics include the supply and demand for labor, investments in human capital, unions and collective bargaining, and governmental policies affecting labor.

Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120.

ECON 317 Microeconomic Analysis (3)
A study of the analytical techniques used in investigating the determination of produce and factor prices under different market structures to include analysis of indifference, production theory, and utility concepts.

Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120.

ECON 318 Macroeconomic Analysis (3)
A study of classical, Keynesian, and post-Keynesian economics involving the issues of consumption, monetary and fiscal policy, growth, interest, and liquidity.

Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120.

ECON 320 Managerial Economics (3)
The application of economic principles relating to cost, revenue, profit, and competition that aid business decision-making and policy formulation.

Prerequisites: Junior standing; ECON 201 and 202; MATH 231 and 105 or 120; BADM 232.

BIOL 204 Man and the Environment (3)
A study of the interdependence of man and his environment. Emphasis will be on man's place in nature, pollution, man-modified habitats, and environmental protection.

GEOL 205 Urban and Environmental Geology (3)
Man's impact on the geologic environment, waste disposal, mineral resources and conservation, land reclamation, energy, population growth, and other related topics will be discussed. Lectures, three hours per week.

Prerequisite: GEOL 101 or permission of the instructor.

PHIL 210 Ethics and the Law
An examination of the relationship between moral theory and legal institutions, covering issues such as the legal enforcement of morality, the relationship between moral rights and legal rights, and the moral justification of state coercion in general and penal systems in particular.

POL 201 Introduction to Public Policy (3)
Introduction to Public Policy examines the cultural, economic, and institutional context that shapes public policy in the United States. The course assesses how, why, and when government responds to some policy problems and not others and the process by which alternative solutions are formulated, adopted, and implemented. Implications for solving public problems, and for resolving moral and political disagreements in a manner consistent with democratic ideals, are considered.

Prerequisites: POLS 101

PSYC 329 Environmental Psychology (3)
A study of the relationships between human behavior and the physical environment, including a consideration of such topics as the effects of the arrangement of interior spaces, structures of communities, crowding in urban environments, climate, and natural disasters. Opportunity will be provided for student participation in research projects. Offered as demand warrants.

Prerequisites: HIST 101 and 102.

SOCY 352 Population and Society (3)
An introduction to the basic concepts, theories, and methods of population analysis. In addition, major issues related to population growth will be examined from a problem-solving perspective.

Prerequisites: SOCY and a 200-level sociology course.

SOCY 358 Sociology of Organizations (3)
An examination of contemporary theories and research strategies concerning the central importance of organizations in modern society.

Prerequisites: SOCY 101 and a 200-level course.

URST 350 Environmental Policy (3)
Historical and current issues affecting public perspectives and policies toward the environment will be examined. The focus of the course will be interdisciplinary, emphasizing legal and economic considerations as well as those in the applied life and physical sciences.

URST 399 Special Topics Seminar (3)
This course is designed to study the development and process of policymaking in a specialized field in urban society. Topics, which change each semester, have included Public Sector Procurement and Dynamics of Historic Preservation.

URST 401 Independent Study (3)
A study directed by a faculty member on various subjects.

NOTE: Permission of the instructor and advisor required before registration. A student may take no more than six hours of independent study.

URST 499 Bachelor's Essay (6)
Independent research for the student who is a candidate for Honors in the major. The student must take the initiative in seeking faculty help in
both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

Urban Policy and Social Problems Concentration:
A. Core Courses—choose three (no more than two from one field) from:

HIST 307 History of the United States: Cold War America, 1945-Present (3)
The Cold War; McCarthyism; growth of the Guaranit state and presidential power from Truman to Nixon; social tensions; from civil rights to Black Power, from feminine mystique to women’s liberation; the Indochina War; the New Left and the New Nixon; Watergate; Ford; Carter; and Reagan. 
Prerequisite: HIST 101 and 102.

PHIL 155 Environmental Ethics (3)
A study of the philosophical and ethical dimensions of environmental issues, including such topics as the moral status of other species and the nature of human obligations toward the environment.

POLS 201 Introduction to Public Policy (3)
Introduction to Public Policy examines the cultural, economic, and institutional contest that shapes public policy in the United States. The course assesses how, why, and when government response to some policy problems and not others and the process by which alternative solutions are formulated, adopted, and implemented. Implications for solving public problems, and for resolving moral and political disagreements in a manner consistent with democratic ideals, are considered. 
Prerequisites: POLS 101

POLS 220 Criminal Justice (3)
Criminal Justice analyzes the criminal justice system, from defining crimes through arrest to conviction and sentencing, with emphasis on the relationships between the actors and institutions in the system and the purposes served by the system. 
Prerequisites: POLS 101

POLS 306 Urban Policy (3)
Urban Policy examines the urban service system and policy formulation and implementation processes. The potential advantages and disadvantages of citizen participation in local policy implementation are assessed, specific urban issues are examined, and the barriers to formulating a national urban policy are identified. 
Prerequisites: POLS 101

SOCY 102 Contemporary Social Issues (3)
A survey of social issues with their origin in contemporary systems of social organization. An intensive study of the causes of selected American social issues and an evaluation of attempts to solve them. SOCY 102 will not apply to the major or minor of GPA in sociology.

B. Electives—choose four from

ECON 304 Labor Economics (3)
This course examines the workings and outcomes of the market for labor. It is primarily concerned with the behavior of employers and employees in response to the general incentives of wages, prices, profits, and non-pecuniary aspects of the employment relationship. Topics include the supply and demand for labor, investments in human capital, unions and collective bargaining, and governmental policies affecting labor. 
Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120.

ECON 305 Money and Financial Institutions (3)
The nature and role of money, the development and operation of the commercial banking system, the structure and functions of the Federal Reserve System, and the impact of monetary changes on business decisions and economic activity. 
Prerequisite: Junior standing; ECON 201, 202; MATH 105 or 120.

ECON 318 Macroeconomics Analysis (3)
A study of classical, Keynesian, and post-Keynesian economics involving the issues of consumption, monetary and fiscal policy, growth, interest, and liquidity. 
Prerequisites: Junior standing; ECON 201, 202; MATH 105 or 120.

ECON 325 Economics for Development (3)
An analysis of international poverty and inequality, dualistic development, the employment problem, mobilization of domestic resources, mobilization of foreign resources, human resource development, agricultural strategy, industrialization strategy, trade strategy, development planning, and policy making. 
Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120. Offered alternate years.

ECON 330 Comparative Economic Systems (3)
An analysis and appraisal of the theories and practices underlying economic systems. Consideration given to capitalistic, socialist, and communistic economies. 
Prerequisites: Junior standing; ECON 201 and 202; MATH 105 or 120. Offered alternate years.

HIST 212 American Labor History (3)
The course will offer a survey of the history of American working people from colonial times to the present, with emphasis on workers’ responses to industrialization and urbanization and the development of the modern labor movement. 
Prerequisites: HIST 101 and 102.
PHIL 210 Ethics and the Law (3)
An examination of the relationship between moral theory and legal institutions, covering issues such as the legal enforcement of morality, the relationship between moral rights and legal rights, and the moral justification of state coercion in general and penal systems in particular. 
Prerequisites: POLS 101

POLS 200 Introduction to Public Administration (3)
Introduction to Public Administration analyzes the basic principles, functions, and practices of public organizations and public management.

POLS 302 Policy Evaluation (3)
Policy Evaluation reviews the strategies for analyzing performance and goal achievement in the public sector. The course includes a survey of the criteria, methodology, and analytical techniques employed in evaluating government programs.
Prerequisites: POLS 101; POLS 201 or permission of Instructor.

POLS 387 Political Parties and Interest Groups (3)
This course examines the nature, functions, organization, and activities of political parties and interest groups. This course explores topics such as the processes of nomination, campaigns, and elections in the American political system as well as comparative analysis of parties and interest groups in other systems.
Prerequisites: POLS 101

PSYC 310 Social Psychology (3)
A study of the principles of human interaction, including a consideration of such topics as social learning, person perception, attitudes, prejudice, and analysis of small group behavior. F, S
Prerequisites: PSYC 101 and 102.

PSYC 329 Environmental Psychology (3)
A study of the relationships between human behavior and the physical environment, including a consideration of such topics as the effects of the arrangement of interior spaces, structures of communities, crowding in urban environments, climate, and natural disasters. Opportunity will be provided for student participation in research projects. Offered as demand warrants.
Prerequisites: PSYC 101 and 102.

SOCY 332 Collective Behavior (3)
An examination of the theories and literature, both historical and contemporary, relevant to the more dramatic forms of human social behavior; panics, riots, revolutions, and the like.
Prerequisite: SOCY 101 and a 200-level sociology course.

SOCY 341 Criminology (3)
A study of criminal behavior, penology, and rehabilitation, including the analysis of crime statistics, theories of criminal behavior, and important Supreme Court decisions.
Prerequisite: SOCY 101 and a 200-level sociology course.

SOCY 342 Juvenile Delinquency (3)
A detailed analysis of the nature, extent, and causative theories of juvenile delinquency, and an evaluation of treatment and preventive programs designed to reduce juvenile delinquency.
Prerequisite: SOCY 101 and a 200-level sociology course.

SOCY 343 Race and Ethnic Relations (3)
An in-depth examination of the problems associated with race and ethnic relations in contemporary American society.
Prerequisite: SOCY 101 and a 200-level sociology course.

SOCY 344 Social Gerontology (3)
An investigation of the sociological aspects of aging with an emphasis on the social problems faced by older citizens and those faced by the members of society because of those citizens. Biological and psychological influences on the social behavior of the aged will be considered as they relate to the problems studied.
Prerequisite: SOCY 101 and a 200-level sociology course.

SOCY 357 Political Sociology (3)
A comparative review of non-Western and Western political structures. Theories of state formation, political participation, political change, and protest also will be studied.
Prerequisite: SOCY 101 and a 200-level sociology course.
NOTE: Credit cannot be received for both SOCY 357 and ANTH 357.

SOCY 358 Sociology of Organizations (3)
An examination of contemporary theories and research strategies concerning the central importance of organizations in modern society.
Prerequisites: SOCY 101 and a 200-level course.

SOCY 362 Social and Cultural Change (3)
A study of current and historical theories concerning the process of socio-cultural change. Attention given to the techniques involved in the analysis and control of directed cultural and social change. Credit cannot be received for both SOCY 362 and ANTH 362.
Prerequisites: SOCY 101 and a 200-level course.

URST 310 Urban Planning (3)
Topics will include the history of planning, macro theories of planning, goal setting, and implementation within contemporary political settings. Primary emphasis will be placed upon the application of planning techniques within agencies and within urban communities; appropriate case studies will be used.
URST 350  Environmental Policy (3)
Historical and current issues affecting public perspectives and policies toward the environment will be examined. The focus of the course will be interdisciplinary, emphasizing legal and economic considerations as well as those in the applied life and physical sciences.

URST 399  Special Topics Seminar (3)
This course is designed to study the development and process of policy making in a specialized field in urban society. Topics, which change each semester, have included Public Sector Procurement and Dynamics of Historic Preservation.

URST 401  Independent Study (3)
A study directed by a faculty member on various subjects.
NOTE: Permission of the instructor and advisor required before registration. A student may take no more than six hours of independent study.

URST 499  Bachelor's Essay (6)
Independent research for the student who is a candidate for Honors in the major. The student must take the initiative in seeking faculty help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

Note: In addition to those courses specified above as electives, any core courses taken beyond the minimum of three may also be counted as electives.
Degrees Offered (majors)

Bachelor of Science
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Computer Information Systems
- Geology
- Marine Biology
- Mathematics
  - Applied math option
  - Pure math option
- Physics
  - Concentration in engineering
- With Emphasis in Molecular Biology and Environmental Geology

Bachelor of Arts
- Biology
- Chemistry
- Computer Science
- Geology
- Physics

Minors
- Biology
- Chemistry
- Computer Science
- Information Systems
- Geology

Teacher Education Programs
- Biology
- Chemistry
- Mathematics
- Physics
SCHOOL OF SCIENCES AND MATHEMATICS
803-953-5991

Dean
Gordon E. Jones

Department of Biology
Louis E. Burnett, Chair

Department of Chemistry and Biochemistry
James P. Deavor, Chair

Department of Computer Science
George J. Pothering, Chair

Department of Geology
Michael P. Katuna, Chair

Department of Mathematics
William Golightly, Chair

Department of Physics
Robert J. Dukes, Jr., Chair

The role of the School of Sciences and Mathematics is two-fold: to provide the technical dimensions of a liberal arts education to all students in the College and to equip majors in the sciences and mathematics to enter careers, graduate schools, or professional schools. Students are afforded opportunities for significant involvement in learning in the classroom as well as individual attention by faculty in research in their academic areas. Students in all disciplines learn not only the facts, methods, and boundaries of mathematics and science, but learn to question and to think analytically and critically.

The School of Sciences and Mathematics offers the bachelor of science degree in biochemistry, biology, chemistry, computer science, computer science with information systems emphasis, geology, marine biology, mathematics, physics, as well as the bachelor of science with emphasis in molecular biology and environmental geology. The bachelor of arts degree is given in biology, chemistry, computer science, geology, and physics.

The School of Sciences and Mathematics offers the master of science degree in marine biology and applied mathematics, and a joint masters degree program in environmental studies.

Special Programs
In addition to degree programs, Sciences and Mathematics houses several other special academic programs. These include pre-professional curricula in nursing and several allied health areas, a joint program with the Medical University of South Carolina in mathematics and biometry, and pre-engineering (including an option in marine engineering). In addition, the School of Sciences and Mathematics coordinates Sea Semester. (For further information on these programs, see “Special Programs” in this Catalog.)
Biology is of fundamental importance in a liberal arts education since, by its very nature, it provides students with a keener insight into and a deeper appreciation of the many facets of living systems. For the non-major, biology often serves as the only introduction to science and methods employed in scientific endeavors. For both non-majors and majors alike, a study of biology may provide life-long vocational interests. Those who major in biology are provided with a substantial background in all aspects of living organisms.

The department offers a bachelor of science degree, a bachelor of science degree with emphasis in molecular biology, and a bachelor of science degree in Marine Biology, each of which prepare students for advanced study, and a bachelor of arts degree, which allows students who are not seeking research or technical careers as a biologist to pursue biology for its own sake. A master’s degree in marine biology is also part of the biology curriculum. A biology degree is not only valuable for advanced studies, but also provides a background for the pursuit of a variety of careers in teaching, marine biology, medical and biological research, allied health services, forestry, wildlife biology, horticulture, pollution control, museum work, environmental studies, and land-use planning.

The Department of Biology has extensive facilities in the Science Center and at the Grice Marine Biological Laboratory (GMBL) at Ft. Johnson. Undergraduate courses are given in both locations.

Students who are considering majoring in biology should visit the Department of Biology early in their college careers to consult with advisors and to obtain information necessary to plan their programs of study.

Teacher Education Program

Students who major in biology can become certified to teach biology in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in biology, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

Major Requirements

The bachelor of science major requires a minimum of 34 semester hours in biology, including (BIOL 111, 111L, 112, 112L); 26 semester hours in courses at the 300 level or above, including a botanical course (BIOL 300, 301, 302, 303, or 304), and three of the following core courses: BIOL 311, Genetics (laboratory optional); 312, Molecular Biology (laboratory optional), or 313, Cell Biology (laboratory optional); 321, General and Comparative Physiology, or 304, Plant Physiology; 341, General Ecology; 350, Evolution. One year of physics, chemistry through organic chemistry, and MATH 120 Calculus, are required to complete the major.

The bachelor of science with emphasis in molecular biology requires 34 semester hours in biology to include: BIOL 111, 111L, 112, 112L; BIOL 311 and 311L, Genetics; BIOL 312 and 312L, Molecular Biology; BIOL 313 and 313L, Cell Biology; BIOL 455, Seminar in Molecular Biology; and at least two of the following courses: BIOL 304, Plant Physiology; BIOL 321, General and Comparative Physiology; BIOL 310, General Microbiology; or BIOL 322, Comparative Vertebrate Embryology. The following additional courses complete the major: CHEM 111 and 112; CHEM 231 and 232, Organic Chemistry; CHEM 351, 352, and 352L, Biochemistry (CHEM 221, Quantitative Analysis, is an
additional recommended course); one year of physics; MATH 120; and either MATH 220, Calculus II, or 350, Statistical Methods.

The bachelor of science in marine biology (intended to prepare the student for graduate work in marine biology or oceanography) requires 34 semester hours in biology to include: BIOL 111, 111L, 112, 112L; BIOL 341, General Ecology, plus two other core courses; BIOL 335, Biology of Fishes; BIOL 337, Invertebrate Zoology; BIOL 342, Oceanography; and a botanical course (may be satisfied by BIOL 300, 301, 302, 303, or 304). The following additional courses complete the major: CHEM 111-112, plus quantitative analysis or one year of organic chemistry; one year of physics; one semester of geology; and mathematics through introductory calculus.

The bachelor of arts requires BIOL 111, 111L, 112, 112L plus 20 additional hours in biology, 16 of which must be at the 300 level or above. Also required are one year of chemistry and one year of mathematics.

### Biology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Elements of Biology (3)</td>
<td>A course for non-science majors on living systems with emphasis on the concepts of structure and function at the molecular and cellular levels. Topics include biochemistry, cell structure and function, respiration, photosynthesis, genetics and molecular biology. Provides a background to understand and evaluate critically issues facing society. Topics are considered in relation to technology, societal issues, and the history and limits of science. Lectures three hours per week.</td>
<td>Co-requisite or prerequisite: BIOL 101L</td>
</tr>
<tr>
<td>101L Elements of Biology Laboratory (1)</td>
<td>Laboratory course to accompany BIOL 101.</td>
<td>Co-requisite or prerequisite: BIOL 101</td>
</tr>
<tr>
<td>102 Elements of Biology (3)</td>
<td>A course for non-science majors on living systems with emphasis on evolution, ecology, and the structure and functions of the major groups of organisms. Provides a background to understand and evaluate critical issues facing society. Topics are considered in relation to technology, societal issues, and the history and limits of science. Lectures three hours per week.</td>
<td>Co-requisite or prerequisite: BIOL 102L</td>
</tr>
<tr>
<td>102L Elements of Biology Laboratory (1)</td>
<td>Laboratory course to accompany BIOL 102.</td>
<td>Co-requisite or prerequisite: BIOL 102</td>
</tr>
<tr>
<td>111 Introduction to Cell and Molecular Biology (3)</td>
<td>A foundation course for science majors emphasizing the concepts of structure and function in biological systems at the molecular and cellular levels. Topics include biochemistry, biochemical and molecular biology, evolution, cell function, respiration, photosynthesis, genetics, and molecular biology. Lectures three hours per week.</td>
<td>Co-requisite or prerequisite: BIOL 111L</td>
</tr>
<tr>
<td>111L Introduction to Cell and Molecular Biology Lab (1)</td>
<td>Laboratory course to accompany BIOL 111.</td>
<td>Co-requisite or prerequisite: BIOL 111</td>
</tr>
<tr>
<td>112 Evolution, Ecology, and Biology of Organisms (3)</td>
<td>A foundation course for science majors providing an introduction to evolution and ecology, and a study of the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Lectures three hours per week.</td>
<td>Co-requisite or prerequisite: BIOL 112L</td>
</tr>
<tr>
<td>112L Introduction to Cell and Molecular Biology Lab (1)</td>
<td>Laboratory course to accompany BIOL 112.</td>
<td>Co-requisite or prerequisite: BIOL 112</td>
</tr>
<tr>
<td>201 Human Physiology (3)</td>
<td>An introduction to the structure and function of the major organ systems of the human body. Lectures three hours per week.</td>
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<tr>
<td>201L Human Physiology Laboratory (1)</td>
<td>Laboratory course to accompany Human Physiology. Experiments are done to illustrate concepts and principles discussed in the lectures. Laboratory three hours per week.</td>
<td>Co-requisite or prerequisite: BIOL 201</td>
</tr>
<tr>
<td>202 Human Anatomy (4)</td>
<td>An introduction to the gross and microscopic anatomy of the major organ systems of the human body. Lectures three hours per week; laboratory three hours per week.</td>
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<tr>
<td>204 Man and the Environment (3)</td>
<td>A study of the interdependence of man and his environment. Emphasis will be on man's place in nature, pollution, man-modified habitats, and environmental protection. Lectures three hours per week.</td>
<td></td>
</tr>
<tr>
<td>209 Marine Biology (4)</td>
<td>An introduction to the study of marine organisms and their environment. Lectures three hours per week; laboratory three hours per week. Usually taught only in the summer.</td>
<td></td>
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</tbody>
</table>
220 Computer Applications in Biology (3)
An introduction to the use of computers in various fields of biology. Emphasis will be placed on general methods that are useful in data acquisition and storage, analyzing research results, learning biology, and teaching biology to others.

250 Special Topics in Biology (1-4)
Lectures and discussion on selected topics of biological interest.
Prerequisite: One year of biology or permission of instructor.

300 Botany (4)
Gross morphology, life history, taxonomy, and evolution of representative algae, fungi, bryophytes, and vascular plants. Lecture three hours per week; laboratory three hours per week.

301 Plant Taxonomy (4)
The collection, identification, and classification of vascular plants, with special emphasis on local flora. Students will have practice in the use of keys and herbarium techniques. Lectures two hours per week; laboratory four hours per week.

302 Plant Anatomy (4)
A comparative study of the anatomy of representative vascular plants, relating the anatomical features to functions and evolution. The laboratory will include an introduction to the techniques of plant histology and wood anatomy. Lectures three hours per week; laboratory three hours per week.

303 Phycology (4)
A survey of the algae from the ultraplankton to the kelps. The laboratory experience will involve extensive field collecting and identification, preparation of herbarium materials, and culturing for life-history studies. Lectures three hours per week; laboratory three hours per week.

304 Plant Physiology (4)
A study of plant function. Topics will include metabolism, growth and development, transpiration, translocation, and an introduction to plant molecular biology. Lectures three hours per week; laboratory three hours per week.
Additional prerequisite: One year of chemistry.

310 General Microbiology (4)
An introduction to the microbial world with special emphasis on bacteria. Topics include cellular structures, bacterial metabolism, microbial genetics, bacterial growth and its control, virology, and the epidemiology and pathogenicity of disease-producing microorganisms. The laboratory emphasizes proper handling techniques, identification methods, and properties of microorganisms. Lectures three hours per week; laboratory three hours per week.
Additional prerequisite: One year of chemistry.

311 Genetics (3)
The basics of the science of heredity. The course encompasses Mendelian genetics, the molecular basis of inheritance, changes in chromosomal number and structure, microbial genetics, mutations, and population genetics. Lecture three hours per week.

311L Genetics Laboratory (1)
An introduction to the principles of heredity using common experimental organisms. Recent techniques in molecular genetics are also covered. Laboratory three hours per week.
Co-requisite: BIOL 311.

312 Molecular Biology (3)
An in-depth study of gene structure and gene regulation, important cellular macromolecules and the techniques used in their analyses. Special topics include discussions of molecular immunology, mobile genetic elements, virology, and the biology of cancer. Lecture three hours per week.
Additional prerequisite: One year of chemistry.

312L Molecular Biology Laboratory (1)
A comprehensive study of the techniques used in the isolation and analysis of important cellular macromolecules. Techniques covered will include electrophoresis of proteins and nucleic acids, Southern and Western blotting, liquid chromatography, and those involved in the formation and analysis of recombinant molecules. Laboratory three hours per week.
Co-requisite or prerequisite: BIOL 312.

313 Cell Biology (3)
A study of the structural and functional correlates in cell biology. Topics include membrane specialization, cytoskeleton structure and function of cellular organelles, adhesion, motility, mitotic mechanisms, transport mechanisms, immunology, and energetics. Lectures three hours per week.
Additional prerequisites: One year of chemistry.

313L Cell Biology Laboratory (1)
The laboratory exercises introduce the student to some of the modern methods used to study cell function. Laboratory three hours per week.
Co-requisite or prerequisite: BIOL 313.

320 Histology (4)
A detailed study of the microscopic structure of mammalian tissues and organs. Lectures three hours per week; laboratory three hours per week.

321 General and Comparative Physiology (4)
A study of the principles of the functional mechanisms that underlie the life processes of all organisms with emphasis on the ways in which diverse organisms perform similar functions. Lectures three hours per
week; laboratory three hours per week.

Additional prerequisite: One year of chemistry.

322 Comparative Vertebrate Embryology (4)
Comparative gametogenesis, fertilization, and embryology of the vertebrates. Organogenesis in frog, chick, and pig embryos studied in detail. Lectures three hours per week; laboratory three hours per week.

323 Comparative Anatomy of Vertebrates (4)
Lectures on phylogeny of vertebrate organ systems, and laboratory dissection of dogfish, Necturus, and cat. Lectures three hours per week; laboratory three hours per week.

332 Vertebrate Zoology (4)
Life histories, adaptations, ecology, and classifications of vertebrate animals. Laboratory work emphasizes living material from the local fauna. Lectures three hours per week; laboratory three hours per week.

333 Ornithology (4)
An introduction to the biology of birds. Laboratory work will emphasize the identification, classification, behavior, and ecology of local species. Lectures two hours per week; laboratory four hours per week.

334 Herpetology (4)
An introduction to the biology of amphibians and reptiles. Laboratory work will emphasize the identification, classification, behavior, and ecology of local species. Lectures two hours per week; laboratory four hours per week.

335 Biology of Fishes (4)
A brief survey of gross morphology with emphasis on the structures used in identification, and more detailed considerations of some of the aspects of physiology, ecology, life histories, and behavior. Lectures two hours per week; laboratory four hours per week.

336 Parasitology (4)
Morphology, physiology, epidemiology, ecology, and life cycles of parasites of vertebrates and invertebrates. Laboratory will center on living and preserved material and will include methods of fecal, blood, histological, and serodiagnostic examinations. Lectures three hours per week; laboratory three hours per week.

337 Invertebrate Zoology (4)
Classification, morphology, physiology, behavior, and life histories of invertebrates. Laboratory work will emphasize the study of living material from the local fauna. Lectures three hours per week; laboratory three hours per week.

338 Entomology (4)
A study of the diversity of insects and their lifestyles. Lectures include taxonomic topics covering the orders and the major families of insects, their structure and function, physiology, ecology, and the interaction of insects with humans. Laboratory will concentrate on collecting insects in the field, field projects, and identifying insects. Lectures three hours per week; laboratory three hours per week.

340 Zoogeography (3)
An introduction to the study of animal distribution patterns, their origins and their significance for ecology and evolution. Lectures three hours per week.

341 General Ecology (4)
Consideration of organisms and their environmental relationships. Lectures three hours per week; laboratory three hours per week.

344 Oceanography (4)
An introduction to the study of the marine environment. Lecture and laboratory work will emphasize the interrelationships of physical, chemical, geological, and biological processes in the sea. Lectures three hours per week; laboratory three hours per week.

Additional prerequisite: One year each of college mathematics and chemistry.

343 Animal Behavior (4)
An introduction to the mechanisms and evolution of behavior in vertebrate and invertebrate animals. Lectures three hours per week; laboratory three hours per week.

350 Evolution (3)
A study of the mechanism and patterns of plant and animal evolution, with emphasis on the species level of organization. Lectures three hours per week.

360 Introduction to Biometry (3)
An introduction to basic statistical methods and their application in the analysis of biological data. Additional prerequisite: MATH 111 or equivalent, or permission of the instructor.

399 Tutorial (1-3, repeatable up to 3)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week). Additional prerequisites: Junior standing plus permission of the tutor and the department chair.

410 Applied and Environmental Microbiology (4)
A lecture and laboratory study of the special applications of microbiology to domestic water and wastewater and solid wastes, food and dairy products, agriculture, and industrial processes. Includes microbial
distribution and its role in various marine and freshwater, terrestrial, animal, atmospheric, and product environments. Lectures three hours per week; laboratory three hours per week.

Additional prerequisites: BIOL 310 (Microbiology) and one year of chemistry.

411 Microtechnique and Cytochemistry (4)
A study of the history, theory, and applications of microscopy and microscopy techniques applicable for the study of cells, tissues, and macro- and micro-organisms. Lectures two hours per week; laboratory four hours per week.

Additional prerequisites: One year of chemistry.

420 General and Comparative Endocrinology (4)
A study of the comparative anatomy and physiology of the ductless glands of invertebrate and vertebrate animals. Laboratory experiments are designed to demonstrate classical as well as modern approaches to the study of hormone action. Lectures, two hours per week; laboratories six hours per week.

Additional prerequisite: A course in physiology or permission of the instructor.

450 Problems in Marine Biology (1-4)
Literature and laboratory investigations of specific problems directly concerned with the biology of marine organisms. Open to exceptional students with junior or senior standing who are interested in continuing toward a graduate degree in biological or related sciences and who have a minimum GPA of 3.0 in all science courses. Credit value is determined by the type of problem addressed. Enrollment by permission of the instructor and approval of the chair.

451 Problems in Biology (1-4)
Literature and laboratory investigations of specific problems in biology, the nature of the problem to be determined by the interest of each student after consultation with departmental faculty. Open to exceptional students with junior or senior standing who are interested in continuing toward a graduate degree in biological or related sciences and who have a minimum GPA of 3.0 in all science courses. Credit value is determined by the type of problem addressed. Enrollment by permission of Instructor and approval of the chair.

452 Seminar (1)

453 Special Topics (1-4)
Special studies designed to supplement an offering made in the department or to investigate an additional, specific area of biological research.

Additional prerequisite: Permission of the Instructor.

455 Seminar in Molecular Biology (2)
Required "capstone" course for majors emphasizing molecular biology.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. Students must take the initiative in seeking tutors to help in both the design and the supervision of their projects. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

501 Biology of the Crustacea (4)
A study of the biology of crustacean arthropods. Topics include evolution, taxonomy, functional morphology, physiology, embryology, ecology, behavior, commercial management, and aquaculture. Instruction is held at Grice Marine Biological Laboratory, typically during a summer session.

Additional prerequisite: A course in invertebrate zoology.

502 Special Topics in Marine Biology (1-4)
Special topics designed to supplement an offering made in the program or to investigate an additional, specific area of marine biological processes in the sea.
CHEMISTRY AND BIOCHEMISTRY

CHEMISTRY AND BIOCHEMISTRY
803-953-5587

Chair
James P. Deavor

Professors
Gary L. Asleson
Charles F. Beam
Marion T. Doig
Henry Donato, Jr.
W. Frank Kinard
Clyde R. Metz

Associate Professors
James P. Deavor
Frederick Heidrich
Gary C. Faber

Assistant Professors
Christopher W. Alexander
Kristin D. Krantzman
Elizabeth M. Martin
Shannon Studer Martinez

The Department of Chemistry and Biochemistry at the College of Charleston offers bachelor of science degrees in chemistry and biochemistry, a bachelor of arts degree in chemistry, or an opportunity for other students to minor in chemistry. In addition, our majors may elect to receive a degree in chemistry or biochemistry that is certified by the American Chemical Society.

The chemistry curriculum is designed to serve the diverse needs of science and non-science majors. Most chemistry majors elect to continue their education by attending graduate or professional schools. For these students, the bachelor of science degree is highly recommended. For students planning to attend medical, dental, veterinary, or pharmacy schools, the bachelor of science degree is recommended; but these students may find that the bachelor of arts program allows more flexibility.

Many upper-level chemistry courses offer topics that are of special interest to students majoring in other science disciplines such as biology, geology, physics, and mathematics. These students should carefully review the prerequisite structure of the chemistry program to prepare themselves to take the upper-level courses.

In addition, the Department of Chemistry and Biochemistry offers a survey course that touches on all branches of chemistry for the non-science major. This course sequence, CHEM 101/101L-102/102L, offers an insight into the way in which chemistry affects all facets of our daily life. This course is often elected by students planning careers in nursing, allied health areas, and non-science related disciplines. Other specialty options for majors and other students include several environmental chemistry courses: CHEM 522 (Environmental Chemistry), CHEM 522L (Environmental Chemistry Laboratory), CHEM 526 (Introduction to Nuclear and Radiochemistry), and CHEM 528 (Nuclear and Radiochemistry).

Major Requirements

The Pre-Professional Major Program

This program is designed for students who intend to pursue graduate work in chemistry; attend medical, dental, or professional schools; or plan to enter the chemical industry after graduation. Students who major in this program will be considered candidates for the bachelor of science degree.

The major requirements total 42 hours in chemistry, which must include CHEM 111 and 111L, 112 and 112L, or HONS 145C and 146C, 221, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 491, 511, 521, 571, and at least one three-hour elective from courses at the 300 level or above, exclusive of CHEM 583. (PHYS 201-202 or its equivalent is required of all B.S. chemistry majors; however, students who have taken PHYS 101-102 before declaring a chemistry major may satisfy this requirement by taking additional related courses.) MATH 220 also is required for the B.S. degree in chemistry. MATH 221 is also strongly recommended.

Program schedules giving suggested course sequences for pre-professional chemistry majors are available from the department in Room 316 of the Science Center. All junior and senior chemistry majors are strongly encouraged to attend the scheduled departmental seminars.

NOTE: Students who have taken HONS 145C and 146C will have satisfied the requirements for CHEM 111/111L-112/112L and 221/221L; but they must take sufficient additional electives to meet the 42-hour degree requirement.

Students may obtain a B.S. degree in Chemistry certified by the American Chemical Society by including CHEM 481 (Introductory Research) or CHEM 499 (Bachelor’s Essay) or another advanced laboratory in their programs.

The Liberal Arts Major Program

In this program, the course requirements in chemistry are intended to provide students with strong backgrounds in the principal areas of chemistry while permitting a greater flexibility in elective courses than is possible in the pre-professional program. This leads to a bachelor of arts degree.

The major requirements are 32 semester hours in chemistry, which must include CHEM 111 and 111L, 112 and 112L, or HONS 145C and 146C, 221, 231 and 231L, 232 and 232L, 441 and 441L, 442 and 442L, 491, and at least one three-hour elective from courses at the 300 level or above, exclusive of CHEM 583. Program schedules giving suggested
course sequences for B.A. chemistry majors are available from the department in Room 316 of the Science Center.

Teacher Education Program
Students who major in chemistry can become certified to teach chemistry in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in chemistry, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

NOTE: In the course descriptions listed below, whenever a laboratory course is listed as a co-requisite for a lecture course, or vice versa, withdrawal from one course requires withdrawal from the other.

Requirements for a Minor in Chemistry
15 hours beyond Chemistry 112/112L are required (for a total of 23 hours). These hours shall include CHEM 221/221L, either CHEM 231/231L, 232/232L or CHEM 441/441L, 442/442L, plus three hours of electives at the 300 level or above.

Chemistry Courses
101 General Chemistry (3)
A course designed to meet the needs of both the non-science major and the students entering allied health fields. Emphasis is placed on basic chemistry concepts, giving the student a strong background on a variety of topics in order to appreciate the role of science and particularly chemistry in modern-day life. Topics include atomic structure, chemical bonding, stoichiometry, kinetics, equilibria, acids and bases, and nuclear chemistry. Lectures three hours per week. Competency at the MATH 101 level and beyond is suggested. CHEM 101 is not open to students who have taken CHEM 111 or 112.
Co-requisite: CHEM 101L.

101L General Chemistry Laboratory (1)
A laboratory program to accompany Chemistry 101. Designed to enhance chemical laboratory skills and to illustrate the concepts covered in Chemistry 101. Laboratory three hours per week.
Co-requisite: CHEM 101.

111 Principles of Chemistry (3,3)
112
An introductory course in chemistry emphasizing theoretical aspects and designed primarily for students who intend to take one or more additional courses in chemistry. Lectures three hours per week.
Co-requisites and prerequisites: CHEM 111L is a co-requisite for CHEM 111. CHEM 111 and 111L are prerequisites for CHEM 112. CHEM 112L is a co-requisite for CHEM 112. Unless students exempt MATH 111 (via diagnostic testing) or have completed this course as a prerequisite, they are required to take MATH 111 as a co-requisite. Those enrolling in CHEM 112 are urged to take MATH 120.

111L Principles of Chemistry Laboratory (1,1)
112L
A laboratory course designed to introduce the student to the application of the scientific method in solving chemical problems and to acquaint him or her with specific tools and techniques used in the chemistry laboratory, while reinforcing and illustrating concepts encountered in lecture. Laboratory three hours per week.
Co-requisites and prerequisites: CHEM 111L is a co-requisite for CHEM 111. CHEM 112L is a co-requisite for CHEM 112L. CHEM 111 and 111L are prerequisites for CHEM 112L.

221 Quantitative Analysis (4)
A study of the chemistry of quantitative analysis. Special attention is given to equilibria involving acids, bases, precipitates, complexions, and oxidizing and reducing agents. In the laboratory, an opportunity is provided for solving problems in gravimetric and volumetric analysis, along with an introduction to the use of instruments for chemical analysis. Lecture two hours per week; laboratory six hours per week.
Prerequisites: CHEM 112, 112L.

231 Organic Chemistry (3,3)
232
An introduction to the chemistry of carbon containing compounds. A systematic study of nomenclature, structure, properties, and reactions of aliphatic and aromatic compounds. Attention is given to recent developments and interpretation of structure and reaction mechanisms. Lecture three hours per week.
Co-requisites or prerequisites: CHEM 112 and 112L or their equivalents are prerequisites for CHEM 231. Chemistry 231L is a co-requisite for CHEM 231. CHEM 231 and 231L are prerequisites for CHEM 232. CHEM 232L is a co-requisite for CHEM 232.
231L Introduction to Organic Chemistry Laboratory Techniques (1)
Theories underlying standard organic laboratory techniques are introduced. The student then applies these methods to the synthesis, isolation, and purification of representative organic compounds. The student is introduced to the use of instrumental and spectral methods in organic chemistry.

Co-requisite: CHEM 231.

232L Organic Synthesis and Analysis (1)
The methodology and strategy of organic synthesis are developed further through the use of synthetic procedures. The combined use of chemical and spectral methods to identify organic compounds is continued.

Prerequisite: CHEM 231 and 231L.

Co-requisite: CHEM 232.

351 Biochemistry (3)
An introduction to the chemistry of biological compounds. A systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids, and their components is presented. Metabolism of biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles. Lectures three hours per week.

Prerequisites: CHEM 232, 232L.

352 Biochemistry II (3)
A continuation of CHEM 351 with an emphasis on the chemistry of physiological systems. Topics to be included are the biosynthesis of amino acids and nucleotides, molecular biology, biochemistry of contractile systems, active transport, drug metabolism, and neurochemistry.

Prerequisite: CHEM 351.

354L Biochemistry Laboratory (1)
A laboratory program designed to introduce the student to the study of biological molecules. Experiments will include procedures for the quantification, isolation, and characterization of various cellular components.

Prerequisite: CHEM 351.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually three hours per week).

Prerequisites: Junior standing plus permission of the tutor and the department chair.

441 Physical Chemistry (3,3)

442
Basic principles of chemistry treated primarily from a theoretical viewpoint. The major topics covered are atomic and molecular structure; elementary thermodynamics and statistical mechanics; properties of gases, liquids, and solids; theories of solution; homogeneous and heterogeneous equilibria; electrochemistry and surface chemistry; spectroscopy; transport processes; and chemical kinetics. Lectures three hours per week.

Co-requisites and prerequisites: CHEM 441L is a co-requisite for CHEM 441. CHEM 441 and 441L are prerequisites for CHEM 442. These co-requisites may be waived only with the permission of the instructor. Students should have completed CHEM 221 before enrolling in CHEM 441 and 441L. MATH 220 is a prerequisite for 441. MATH 221 is strongly recommended.

441L Physical Chemistry Laboratory (1,1)

442L
A laboratory program to accompany CHEM 441, 442. Laboratory three hours per week.

Co-requisites and prerequisites: CHEM 441 is a co-requisite for CHEM 441L. CHEM 442 is a co-requisite for CHEM 442L. CHEM 441 and 441L are prerequisites for CHEM 442L.

481 Introductory Research (2)
An opportunity is provided to use the literature and to apply a variety of experimental techniques in the investigation of selected problems in inorganic, analytical, organic, physical, or biochemistry. A written report will be made to the Department of Chemistry at the conclusion of the project in a form suitable for placing in the departmental reading room. Seminar and/or poster session presentations may also be required. Arrangements for a project should be made with the department during the semester prior to that in which it is carried out.

482 Introductory Research II (2)
A continuation of CHEM 481. Open to students who have done satisfactory work in CHEM 481. Separate written reports must be submitted to the Department of Chemistry of work done in 481 and 482, unless approval is given by the director. Seminar and/or poster session presentations may also be required.

491 Chemistry Seminar (1)
A weekly seminar during which recent advances in chemistry are presented by visiting speakers from major southeastern research universities and industry. Seminar one hour per week.

Prerequisite: Senior status or permission of the department.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a mentor from the department. The student must take the initiative in seeking a mentor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to
registration for the course. A specific format is required for the preparation of the final document.

511 Advanced Inorganic Chemistry (3)
An advanced course that aims to provide a balanced view of the theoretical principles involved in present-day inorganic research. Topics include atomic structure, chemical bonding, coordination chemistry, symmetry and applications, organometallic chemistry, and chemistry of the main group elements.

Prerequisites or co-requisites: CHEM 441 and 442.

521 Instrumental Analysis (4)
Theory and principles underlying the techniques of modern analytical chemistry. The student carries out qualitative and quantitative analysis using chromatographic, spectrophotometric, electroanalytical, magnetic resonance, radiochemical, and other selected instrumental techniques.

Lectures three hours per week; laboratory three hours per week.

Prerequisite: CHEM 221.

522 Environmental Chemistry (3)
An introduction to the chemistry of natural systems with an emphasis on marine and coastal and other problems. The cycling of chemical species, the effect of man-made inputs and environmental analytical methodology will be stressed. Lectures three hours per week.

Prerequisite: CHEM 221.

522L Environmental Chemistry Laboratory (1)
An introduction to sampling and measurement techniques used to characterize the environment. Electrochemical, spectroscopic, and chromatographic techniques will be used with both laboratory and field investigations. Laboratory three hours per week.

Co-requisite: CHEM 522.

526 Introduction to Nuclear and Radiochemistry (1)
An introduction to the fundamental theories and applications of nuclear and radiochemistry. This short course surveys the structure of the nucleus, radioactive decay modes, the detection and measurement of nuclear radiation, and application of radiocchemistry. It is taught as part of the Special Topics in Chemistry sequence. Lecture three hours per week for five weeks.

Prerequisite: CHEM 221 or 231 or permission of instructor.

NOTE: A student cannot receive credit for both CHEM 526 and CHEM 528.

528 Nuclear and Radiochemistry (3)
An introduction to nuclear and radiochemistry stressing the fundamentals of nuclear structure, systematics of nuclear decay, the detection and measurement of radiation, radiation protection, and the role of nuclear chemistry in medical, environmental, and scientific applications. The nuclear fuel cycle and nuclear waste problems will be discussed. Lectures three hours per week.

Prerequisite: CHEM 221 or 231 or permission of the instructor.

NOTE: A student cannot receive credit for both CHEM 526 and CHEM 528.

531 Advanced Organic Chemistry (3)
The major concepts of organic chemistry are reviewed along with a review of relevant material already presented in introductory organic chemistry courses. Special topics may include heterocycles, organic polymers, organic reaction mechanisms, spectral utilization, synthesis methodology, the utilization of molecular orbitals, and orbital symmetries for certain organic reactions. Lectures three hours per week.

Prerequisite: CHEM 232.

541 Advanced Physical Chemistry (3)
A supplemental course to CHEM 441 and 442 dealing primarily with molecular structure and bonding and with statistical thermodynamics.

Prerequisite: CHEM 442.

571 Chemical Synthesis and Characterization (3)
A study of the chemistry of and methods for the synthesis, separation, and identification of chemical compounds. Emphasis is given to specialized techniques involved in synthesizing organic and inorganic compounds, and to identification of compounds by spectral methods. Lectures one hour per week; laboratory six hours per week.

Prerequisite: CHEM 221, 221L, 232, 232L.

583 Special Topics in Chemistry (1, 2, or 3)
This course is normally divided into thirds. Each third deals with a recent development in chemistry or with advanced theoretical concepts not included in other chemistry courses. Topics are taken from all areas of chemistry and will vary from semester to semester. The student may enroll for one, two, or three of the sub-courses. Occasionally, a full semester single course is offered (e.g., Organic Polymer Chemistry).

Prerequisite: Permission of the instructor.

Biochemistry Major

The Department of Chemistry and Biochemistry offers a degree program that will lead to a bachelor of science degree in biochemistry. This degree is intended to provide a strong background in chemistry, biochemistry, and biology to a broad spectrum of undergraduate students. The degree program provides a firm foundation for further graduate study in biochemistry, chemical pharmacy, toxicology, and other biochemistry-based life sciences, as well as providing a rigorous course of study for students who pursue professional careers in medicine, dentistry, and pharmacy. In addition, students who elect not to continue their education would find themselves well prepared for
technical positions in the newly emerging biomedical industries as well as the more traditional chemical, pharmaceutical, health-care, and environmental fields.

**Major Requirements**

The major requirements for the bachelor of science degree in biochemistry are 36 hours of chemistry, 14 hours of biology, and 16 hours in related areas. Some of the courses may be used to satisfy the minimum degree requirement.

The courses required for the major include CHEM 111 and 111L, plus 112 and 112L, or IIONS 145C and 146C, 221, 231 and 231L, 232 and 232L, 351, 352, 354L, 441 and 441L, 442 and 442L, and 491.

Biology courses required are 111 and 112 plus eight hours in advanced laboratory courses to be selected from BIOL 310, 311, 312, and 321.

PHYS 201-202 or its equivalent is required of all B.S. biochemistry majors; however, students who have taken PHYS 101-102 before declaring a biochemistry major may satisfy this requirement by taking additional related courses. MATH 220 is also required for the B.S. degree in biochemistry. This degree program follows guidelines suggested by the American Chemical Society and the American Society of Biochemistry and Molecular Biology for an undergraduate degree in biochemistry.

Program schedules giving suggested course sequences for preprofessional chemistry majors are available from the department in Room 316 of the Science Center.

Students may obtain a B.S. degree in biochemistry certified by the American Chemical Society by including CHEM 511 (Advanced Inorganic Chemistry) in their programs.

All students majoring in biochemistry are encouraged to plan to take the research courses CHEM 481 and 482 in their senior year.

**Biochemistry Courses**

**351 Biochemistry (3)**
An introduction to the chemistry of the biological compounds. A systematic study of carbohydrates, lipids, amino acids, proteins, nucleic acids, and their components is presented. Metabolism of the biological compounds is studied as are the interrelations among the carbon, nitrogen, and energy cycles. Lectures three hours per week.

*Prerequisite:* CHEM 232, 232L.

**352 Biochemistry II (3)**
A continuation of CHEM 351 with an emphasis on the chemistry of physiological systems. Topics to be included are the biosynthesis of amino acids and nucleotides, molecular biology, biochemistry of contractile systems, active transport, drug metabolism, and neurochemistry.

*Prerequisite:* CHEM 351.

**354L Biochemistry Laboratory (1)**
A laboratory program designed to introduce the student to the study of biological molecules. Experiments will include procedures for the quantification, isolation, and characterization of various cellular components.

*Prerequisite:* CHEM 351.
The importance of the study of computers in a liberal environment is becoming increasingly evident. Computer simulation of abstract and real-world systems now forms the basis for research in many areas. Computer assisted analysis of problems touches every academic discipline. A growing number of our institutions—including banks, insurance companies, manufacturers, retailers, and governmental agencies—would be incapable of efficient operation today without the aid of their various computer systems. Computer-related positions within these institutions require increasingly higher levels of education to deal with the rapid evolution in computer and information sciences.

The programs in computer science are designed to serve the needs and interests of a broad spectrum of students who see the probable interaction of computers in their present or proposed careers, while ensuring a sound foundation for those students who seek to major in computer science by providing sufficient breadth and depth in the discipline.

To many people computer science means computer programming; however, computer science is more than programming. It is a science pertaining to computers and computation. This includes the study of algorithms, the process of computation, the representation and organization of information, and relationships between computers and their users.

Facilities available for the study of computer science at the College include more than 200 personal computers, two multi-user computer systems supporting nearly 100 terminals, and several workstations. These facilities are interconnected via the College’s campus-wide network.

Three programs lead to baccalaureate degrees in computer science. The bachelor of science in computer science is designed to prepare students for graduate study in computer science or for professional careers, especially in the computer industry. The bachelor of science in computer information systems is designed to prepare students for professional positions in business and industry—for example as applications programmers, systems programmers, systems analysts, or information systems managers—while keeping open the option for continuing study in graduate school. The bachelor of arts in computer science is designed to provide students with solid foundations in the fundamental areas of computer science, but permits a greater variety of elective courses to be taken outside of the discipline than do the other two degree programs.

In addition to the major programs in computer science, there are two minor programs in computer science, one intended primarily for business majors and one for other majors.

Program Requirements
In order to graduate, all computer science majors must attain a GPA of at least 2.00 in all computer science courses taken at the 200 level or above.

Bachelor of Science in Computer Science
The student must complete 31 hours of required courses in computer science and nine hours of computer science elective courses at or above the 300 level, for a total of 40 hours. The required courses are CSCI 220, 221, 222, 250, 320, 325, 330, 340, 350, 460, and 461.
Mathematics requirements for this degree include Calculus through Calculus II (MATH 120 and 220), two semesters of Discrete Structures (MATH 207 and 307), and Probability and Statistics (MATH 216). Also required are two semesters of General Physics (PHYS 201 and 202) and six additional hours of science that can be used to satisfy requirements in the major for a bachelor of science degree in biology, marine biology, chemistry, biochemistry, geology, or physics. Most commonly students choose two courses from among BIOL 111/111L, BIOL 112/112L, CHEM 111/111L, CHEM 112/112L, GEOL 101/101L, GEOL 102/102L, or Physics courses that have PHYS 202 as a prerequisite. On the other hand, courses such as BIOL 101-102, CHEM 101-102, or PHYS 129-130 cannot be used to satisfy this requirement. Students are urged to consult with their advisor or the department chair about the appropriateness of the courses they choose to satisfy this science requirement.

The bachelor of science in computer science program has been accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB).

Bachelor of Science in Computer Information Systems
The student must complete 31 hours of required courses in
computer science and three hours of computer science elective credit at or above the 300 level, for a total of 34 hours. The required courses are CSCI 220, 221, 222, 250, 325, 330, 335, 340, 430, 460, and 461. Mathematics requirements for this degree include Calculus I (MATH 120), two semester of Discrete Structures (MATH 207 and 207), Probability and Statistics (MATH 216), and an approved mathematics elective or BADM 232 (Business Statistics II). Business Administration requirements are Accounting I and II (ACCT 203 and 204), Management and Organizational Behavior (BADM 301), and Business Finance (BADM 303). Note that BADM 303 has ECON 201 and 202 as prerequisites.

101 Introduction to Microcomputers (3)
An introduction to computer fundamentals, with an orientation toward microcomputers. Included are computer terminology, the basics of computer hardware and software, and the social and ethical implications of computerized society. A major portion of the course consists of a hands-on introduction to commonly used microcomputer software—elementary DOS, word processing, database, and spreadsheet software packages. every F, every S, every Su

102 Microcomputer Software Applications (3)
The application of commercial software extends beyond CSCI 101, and focuses on using microcomputers and software as effective communication tools. Included are the use of Internet and other telecommunication tools to examine electronic communication and graphics and desktop publishing to produce visual communication. Every F, every S, every Su
Prerequisite: CSCI 101 or permission of instructor.

103 Microcomputer Information Management (3)
An introduction to microcomputer-based information systems that focuses on the management of a microcomputer system, and on the automation of information processing tasks. Included are disk and file maintenance, system configuration and management, and relational database management. Every F, every S
Prerequisite: CSCI 101 or permission of instructor.

220 Computer Programming I (3)
An introduction to computer programming in the Pascal language. Included are the development of algorithms and procedure-level programming, stressing principles of good programming. Emphasis is on the use of top-down design to produce structured programs that are easily manipulated, modified, and maintained. Lectures three hours per week. Every F, every S
Prerequisite: MATH 111 or equivalent.
Prerequisite or co-requisite: CSCI 222.

221 Computer Programming II (3)
This course further develops material introduced in CSCI 220, including files and pointers in Pascal. It concentrates on the development of abstract data types and the use of elementary data structures. Data structures introduced include stacks, queues, lists, and binary trees. Lectures three hours per week. Every F, every S
Prerequisites: CSCI 220 and 222.

222 Computer Programming I Laboratory (1)
A laboratory course to accompany CSCI 220. Students will be introduced to modern Pascal programming environment (such as Turbo Pascal) in a formal laboratory. Laboratory assignments will be structured to be completed in the 150 minute time-frame, scheduled once a week. Additional programming assignments, begun in the laboratory period but requiring completion outside of the laboratory, will also be made. Laboratory three hours per week. Every F, every S
Prerequisite or co-requisite: CSCI 220.
250 Introduction to Computer Organization and Assembly Language Programming (3)
Prerequisites: CSCI 220 and 222.

299 Special Topics in Computer Science (3)
A course focusing on a selected topic from the intermediate level of computer science. Such topics include languages not otherwise taught in the computer science curriculum, software and hardware interfacing, system usage, and specific applications programs. This course may be repeated for additional credit.
Prerequisites: CSCI 220 and 222.

320 Imperative Programming Languages (3)
This course introduces the formal study of programming language specifications and develops an understanding of the structure and runtime organization of imperative programming languages. Topics include data types, control structures, and procedure mechanisms; data abstraction; and object-oriented programming. Lectures three hours per week. Every F
Prerequisites: CSCI 221 and MATH 207.

325 Declarative Programming Languages (3)
This course introduces various approaches to declarative (non-procedural) programming languages. Topics include mathematical functions and the lambda calculus; functional programming; sentential and predicate logic; and logic programming. Lectures three hours per week. Every S
Prerequisites: CSCI 221 and MATH 207.

330 Data Structures and Algorithms (3)
This course reviews and develops the abstract data type as a mathematical model. Data structures and algorithms are developed as concrete realizations of the objects and operations of the abstract data type. Topics include a review of basic data structures, trees and graphs, and analysis of the efficiency of algorithms. Lectures three hours per week. Every F, every S
Prerequisites: CSCI 221 and MATH 207.

335 Computer File Organization (3)
An intensive study of the organization and processing of files with emphasis on indexed and direct access files. Topics include access methods, physical and logical characteristics of files, and elementary database processing. Lectures three hours per week. Every F
Prerequisites: CSCI 221 and MATH 207.

340 Operating Systems (3)
The course will introduce operating systems principles with an emphasis on multiprocessing systems. Among the concept areas covered are real and virtual storage management, processor management, process synchronization and communication, I/O management, and file management. Lectures three hours per week. Every S
Prerequisites: CSCI 221, 250, and MATH 207.

350 Digital Logic and Computer Organization (3)
A course designed to introduce the student to the basic principles of digital-logic design. Topics covered will include Boolean algebra and gate networks, flip-flops and logic design, the arithmetic-logic unit, memory units, input-output devices and interfacing, control units, and digital circuits. Lectures three hours per week. Every F
Prerequisites: CSCI 250 and MATH 207.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing plus permission of the tutor and the department chair.

410 Automata and Formal Languages (3)
Topics to include finite automata and regular expressions, programs generating finite automata, pushdown automata and context-free grammars, programs generating pushdown automata, the Chomsky hierarchy, Turing machines, undecidability, and computational complexity. Lectures three hours per week. F 96, F 97
Prerequisites: CSCI 320 and MATH 307.

420 Principles of Compiler Design (3)
A course in the formal treatment of programming language translation and compiler design concepts. Topics include scanners, parsers, and translation. Lectures three hours per week. S 98
Prerequisites: CSCI 320, 330, and MATH 307.

430 Database Management Systems (3)
A course that introduces the student to the basic concepts, organization, and implementation models of database management systems (DBMS), with an emphasis on the relational model. Among the topics covered are data models, query languages, and relational database design using normal forms. Problems will be assigned using a relational DBMS and SQL. Lectures three hours per week. Every S
Prerequisite: CSCI 325, or MATH 307 and three semester hours of computer science at the 300-level or above.

450 Architecture of Advanced Computer Systems (3)
A course designed to introduce the student to the basic principles behind the architecture of high-speed computer systems. Topics to be covered include performance and cost measures for computer systems, memory-
460 Software Engineering I (3)
An introduction to the theory and practice of the development of large-scale high quality cost-effective software systems. The focus is on the analysis and design of software systems. Development tools and techniques are used by student teams to produce the specification and design of a software system. Lectures three hours per week. Every F
Prerequisite: CSCI 320 or CSCI 325 or CSCI 330.

461 Software Engineering II (3)
This course continues the topics covered in CSCI 460 into the implementation of a large-scale project by student teams working from requirements specification documents and preliminary design documents developed in CSCI 460. Additional topics include software quality assurance, testing techniques and strategies, and software maintenance and configuration management. Lectures three hours per week. Every S
Prerequisite: CSCI 460.

470 Principles of Artificial Intelligence (3)
A course introducing the principles of artificial intelligence, especially basic techniques for problem-solving and knowledge representation. Among topics covered are search strategies and heuristics, resolution, production systems, rule-base systems, expert systems, natural language processing, semantic nets and frames. Artificial intelligence programming techniques will also be introduced, particularly in Lisp or Prolog. Lectures three hours per week. F97, F98
Prerequisites: CSCI 325, 330, and MATH 307.

480 Principles of Computer Graphics (3)
An introduction to the fundamental principles of computer graphics. Among the topics covered are graphics hardware, 2-D graphics (including line and circle drawing, transformations, windows, viewports, and clipping), 3-D perspective graphics, back-face removal, one or more hidden-surface graphics, and simple light models. Lectures three hours per week. S97, S99
Prerequisites: CSCI 330, MATH 220 and 307.

490 Special Topics (3)
An intensive investigation of an area of current interest in computer science. Examples of special topics include: Image Processing, Telecommunications/Networks/Distributed Systems, Systems Programming, Computability, and Simulation and Modeling. Lectures three hours per week.
Prerequisite: Permission of the instructor.
Geology is the science of the Earth—an organized body of knowledge about the planet on which we live. The geologist is concerned with the materials that compose it, the nature of its interior, the shape of its surface, the natural processes acting upon it, and its history. The historical aspect sets geology apart from the other physical sciences. A basic knowledge of biology, chemistry, physics, and mathematics is fundamental to the study of geologic phenomena. Geology thus involves the application of all science and scientific methods to the study of the Earth and its resources.

Studies have shown that there has been a steady increase in the number of geologists employed during the last five years, with a significant increase in the number of job opportunities for bachelor's degree holders. Employment opportunities for professional Earth scientists include: the mining industry, petroleum industry, federal and state governmental agencies, educational institutions, and environmental consulting firms. It must be stressed, however, that those students who have completed advanced degrees have had an easier time in locating and selecting desirable positions.

At the College of Charleston, students have the opportunity to work closely with professors and to conduct research using such equipment as a scanning electron microscope, X-ray diffractometer, IBM and Macintosh computers, H.P. liquid chromatograph, ICP-emission spectrophotometer, magnetometer, and petrographic and binocular microscopes. The department also maintains a well-equipped rock and thin-section preparation laboratory, a remote sensing and image processing laboratory, as well as extensive rock, fossil, and mineral collections.

Students also are provided with the opportunity to take courses and/or conduct research at the Bahamian Field Station on San Salvador Island in the Bahamas.

Major Requirements

The bachelor of science degree in geology requires a minimum of 42 hours of coursework in the Department of Geology. The required courses in geology are: GEOL 101, 101L, 102, 102L, 202, 208, 209, 210, 215, 330 or 340, 360, and 390 plus electives. Also required are: CHEM 111, 111L and 112, 112L; PHYS 101, 101L and 102, 102L or PHYS 201, 201L and 202, 202L; MATH 111, MATH 120, and either MATH 220 or MATH 231. Computer science is recommended.

The bachelor of arts degree in geology requires a minimum of 36 hours of coursework in the Department of Geology. The required courses in geology are: GEOL 101, 101L, 102, 102L, 202, 208, 210, 215, plus electives. Also required are one year of CHEM 101, 101L and 102, 102L or 111, 111L and 112, 112L; PHYS 101, 101L and 102, 102L or 201, 201L and 202, 202L or BIOL 101, 101L and 102, 102L or BIOL 111, 111L and BIOL 112, 112L; MATH 111 and MATH 216. Computer science and GEOL 360 are recommended.

The bachelor of arts degree in geology with a concentration in Environmental Geology requires that the student complete all the requirements for the B.A. degree as listed above, and must select a minimum of 12 hours of elective courses to include GEOL 205, 220, and additional elective courses from the following: GEOL 207, 225, 300-303, 314, 320, 350, 360, 390, or other suitable electives as approved by the department.

Students electing to take independent research courses are allowed to enroll in a maximum of six credit hours of Senior Thesis, Independent Study courses, or both.

Minor Requirements

A minor in geology shall consist of successful completion of GEOL 101 and 101L, 102 and 102L, and four additional three hour or four hour courses in geology selected to complement the student's major. The courses must be approved by the student's major advisor and his or her geology advisor.

Geology Courses

101 Dynamic Earth (3)
This course examines many aspects of the Earth: its internal structure and composition; its atmosphere and oceans; surface processes such as erosion by streams, wind, and glaciers, and the folding and faulting of solid rock; as well as earthquakes, volcanism, and plate tectonics. Lectures three hours per week.
101L Dynamic Earth Laboratory (1)
A laboratory course to accompany GEOL 101. Laboratory three hours per week.
Co-requisite or prerequisite: GEOL 101.

102 Earth History (3)
An overview of the 4.5-billion-year-long history of our planet as revealed by analysis and interpretation of the geologic and paleontologic record preserved in rocks of the earth's crust. Lectures three hours per week.
Prerequisites: GEOL 101 and 101L.

102L Earth History Laboratory (1)
A laboratory course to accompany GEOL 102. Laboratory three hours per week.
Co-requisite or prerequisite: GEOL 102.

202 Paleobiology (4)
An investigation of the record of past life on Earth, as preserved in the fossil record. Processes and patterns of evolution, evolutionary thought, taxonomic classification, and the origin of life on Earth and its subsequent development are among the subjects covered. The Paleobiology of invertebrate taxa, including their morphology, phylogeny, and ecology are stressed in laboratory. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101 and 102 or permission of the instructor.

205 Environmental Geology (3)
Topics covered in this course include: natural geologic hazards, human impact on environment, and global environmental change. Although environmental concerns are viewed from a global perspective, the course will focus on local and regional issues. Lectures three hours per week.
Prerequisite: GEOL 101 or permission of instructor.

207 Marine Geology (4)
A study of geological processes at work in the sea. Discussion of the various marine environments ranging from the nearshore estuarine and coastal environments to those of the deep ocean basins. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101 and 102, or GEOL 101 and one year of laboratory science, or permission of the instructor.

208 Mineralogy and Petrography (4)
Basic crystallography and crystal chemistry in relation to physical mineral properties, mineral stability, and crystallization. Megasopic classification and identification of minerals, igneous, sedimentary, and metamorphic rocks. Interpretation of textures, structures, and mineralogy of rocks with regard to their origin, occurrence, and history. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102 and CHEM 101 or 111, or permission of the instructor.

209 Mineral Optics (2)
The theory of light transmission and its refraction by glasses and crystalline solids. Instruction in the use of the petrographic microscope. The identification of crystalline solids by oil immersion techniques and in thin section. Lecture one hour per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102, and 208, or permission of the instructor.

210 Stratigraphy and Sedimentation (4)
This course will introduce students to the various stratigraphic principles, relationships, and analyses used by geologists to interpret sedimentary rock sequences. Students will also be introduced to sedimentary processes and properties that can be used to identify and interpret sedimentary environments in the stratigraphic record. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101 and 102, GEOL 202 (recommended), or permission of the instructor.

215 Structural Geology (4)
The mechanical basis of deformation, recognition, classification, interpretation, and origin of structures produced by deformation in the Earth's crust. Deformation as a fundamental concept of tectonics. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102 and MATH 111, or permission of the instructor.

220 Hydrogeology (4)
An introduction to the historical development, significance, and underlying theory of the controls on groundwater movement and geochemical evolution. Emphasis will be placed on analyzing the dynamics of natural flow systems in a variety of geologic terrains. This analysis will then be used to assess water supply and water quality issues for the purposes of decision-making. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102, and MATH 111, or permission of the instructor.

225 Geomorphology (4)
An introduction to the understanding of geomorphic principles used to interpret the evolution of land forms and the geomorphic history of different regions of the United States. Practical applications to such fields as ground water hydrology, soil science, and engineering geology. Laboratory sessions will deal with the interpretation of aerial photographs, soil maps, and topographic maps. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101 and 102 or permission of the instructor.

290 Special Topics in Geology (1-4)
This course will be used to offer an examination of topics in geology in which a regular course is not offered.
Prerequisites: GEOL 101 and 102 or permission of the instructor.

300 Independent Study in Geology (1-3)
An independent research project in which a student works on a research topic under the supervision of a faculty member. The faculty member will help to design and supervise the project. A project proposal will be drafted and approved by both the faculty member and the student researcher.
Prerequisite: Junior class standing or departmental approval.

303 Field Methods (3)
Measurement of geologic structures and sections, note taking, and sample collecting will be described in lecture and illustrated in the field. Students will construct topographic and geologic maps and write geologic reports and abstracts. The field use of the brunton compass, plane table and altidude, aerial photographs, and altimeters will be stressed. Lectures two hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102, and 215, or permission of the instructor.

312 Introduction to Remote Sensing (4)
An introduction to the physical fundamentals of remote sensing. The course uses the electromagnetic spectrum as a guide to various sensor systems and designs. Topics include: electromagnetic spectrum, color theory, photographic films, sensor systems and design, data collection, reduction and application, computer software available, and data acquisition. Course emphasis is on geologic problems. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102; MATH 111 or permission of the instructor.

314 Earth Resources (3)
Earth resources including metallic ore deposits, non-metallic deposits, and energy resources utilized by society are classified and described. The compromises between the environmental impact of resource development and industrialization are also studied from a scientific perspective. Lectures three hours per week.
Prerequisites: GEOL 101, 102, and 208, or permission of the instructor.

320 Sedimentary Petrology (4)
A petrographic approach to the classification and genetic interpretation of sedimentary rocks. Terrigenous sandstones and carbonate rocks will be emphasized with lesser stress on mud rocks and non-carbonate chemical rocks. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102, 208, and 209, or permission of the instructor.

324 Igneous and Metamorphic Petrology (4)
Description, classification, occurrence, and geologic significance of igneous and metamorphic rocks. Emphasis is placed on the mineralogy and physical chemistry of silicate and non-silicate systems. Laboratory consists of the study of igneous and metamorphic rocks in thin section. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101, 102, 208, and 209, or permission of the instructor.

330 Geochemistry (4)
An in-depth study of selected chemical principles that are fundamental to an understanding of the formation of elements, petrogenesis, marine geochemistry, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Lectures three hours per week; laboratory three hours per week.
Prerequisites: GEOL 101 and 102, and CHEM 111, 112 or 101, 102, or permission of the instructor.

340 Tectonics (3)
Global tectonics has revolutionized the earth sciences. This new model of planetary tectonic processes, which has been developed only in the last 20 years, provides an explanation of a wide variety of geologic processes over a wide range scale, with a degree of accuracy unsurpassed by any previous theory. Lectures three hours per week.
Prerequisites: GEOL 101, 102, 210, and 215 or permission of the instructor.

350 Palaeontology (4)
Interpretation of ancient environments from the study of rocks and their contained fossil organisms. Emphasis will be placed on the recurrent paleoecosystems—paleolitothotopes through geologic time and the evolution of community structure. Lectures three hours per week; laboratory three hours per week.
**Prerequisites:** GEOL 101, 102, 202, 210, and 330, or permission of the instructor.

**444 Geology of the Carolinas (3)**
An examination of the current state of knowledge of the rocks, structures, and economic minerals of North and South Carolina and immediately surrounding areas, with an emphasis on environmental concerns. Lectures three hours per week.

**Prerequisites:** GEOL 101, 102, 210 and 215, or permission of the instructor.

**491 Senior Thesis (3)**
This course will normally be conducted during the spring semester of the student's senior year, and consists of conducting, writing, and presenting the results of the research project that was prepared in GEOL 390. The results of the student's research must be presented at a scientific forum approved by his/her research advisor.

**Prerequisites:** GEOL 390 or permission of the instructor.

**499 Bachelor's Essay (6)**
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
The Department of Mathematics offers a major, a minor, and a number of service courses for various disciplines. Before enrolling in a mathematics course, all entering students are advised to consult with their academic advisors or a member of the Department of Mathematics. Students who complete a bachelor of science with a major in mathematics may choose several alternatives.

1. They may pursue an advanced degree in mathematics or a closely related area such as biometry, computer science, information science, statistics, or operations research.

2. Students who combine mathematics with another discipline that uses mathematics can pursue graduate work in the second discipline. These areas include biology, chemistry, economics, medicine, physics, and even such areas as sociology, political science, and psychology.

3. Mathematics majors may teach at the secondary level.

4. Mathematics majors may work in business, industry, or government. Many of these positions do not require specific mathematical skills, but emphasize analytical reasoning.

The needs of mathematics majors will vary according to the career alternative the students choose upon graduation. Consequently, three options are offered to mathematics majors.

1. Pure mathematics. This option is primarily intended for majors who will attend graduate school in mathematics. Those who select the mathematics major for its intrinsic value may also choose this option.

2. Prospective secondary mathematics teachers. Students who exercise this option must complete the approved program for teacher certification and should apply for acceptance into this program no later than their junior year.

3. Applied mathematics. Students who will work in business, industry, or government upon graduation, as well as many students who will attend graduate school, will elect this option. In order to be an applied mathematician, it is necessary to be able to apply mathematical knowledge to another subject. Hence, each student selecting the applied mathematics option must design an area of application. This area of application must be reviewed and approved by the department and should be submitted as early as possible.

Whatever career plans are made, mathematics majors should plan their courses of study as early as possible.

Mathematics majors typically should complete MATH 120, 203, 220, 221, MATH 245 or CSCI 220 by the end of their sophomore year. Entering majors should enroll in one of these courses or the prerequisite to MATH 120 (MATH 111).

The Department of Mathematics of the College of Charleston and the Biometry Department of MUSC jointly offer a five-year program leading to a B.S. with a major in mathematics and an M.S. in biometry. Students interested in this option should contact the chair of the Department of Mathematics in their freshman year.

NOTE: The frequency with which courses are offered is determined primarily by student needs and the desire to offer a balanced program for our majors. Following each course description is a code that indicates when the Department of Mathematics plans to offer each course. The code is: F, every fall semester; S, every spring semester; Sn, every summer; O, odd year fall semesters; E, even year fall semesters; O/0, odd year spring semesters; E/E, even year spring semesters. The above schedule is subject to change due to student interests and other factors such as availability of faculty and changes...
in the curriculum. Courses without a code are offered when there is sufficient interest from students and faculty.

Major Requirements

MATH 120, 203, 220, 221, 295, 311, and 323 are required of all majors. In addition, each major must complete one of the following options:

Pure Mathematics Option: This option requires MATH 303, either MATH 403, 411, or 421, three hours at the 400 level or above, and six additional hours at the 200 level or above, excluding MATH 231. CSCI 220 is also required. The CSCI 220 requirement will be waived for students who successfully complete MATH 245.

Teaching Option: This option requires MATH 216, 303, and 340, three hours at the 400 level or above, and six additional hours at the 200 level or above excluding MATH 231. CSCI 220 is also required. The CSCI 220 requirement will be waived for students who successfully complete MATH 245. Students who pursue the teaching option can be certified to teach mathematics in secondary schools, grades 9-12. Requirements include admission to and successful completion of the approved teacher education program in mathematics. After declaration of a major in mathematics, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

Applied Mathematics Option: This option requires MATH 245, either MATH 350 or 531, either MATH 450 or 460, MATH 490, and nine additional hours of at the 200 level or above. An approved area of application at least 18 hours is also required. The area of application may be departmental, interdisciplinary, or topical. Applied mathematics majors, in consultation with their advisors, should develop proposed areas of application and submit them to the Applied Mathematics Committee for evaluation before the end of their sophomore year. It is the student's responsibility to submit a written practicum proposal to the Applied Mathematics Committee in the semester prior to that in which the practicum is to be done (normally in the senior year). The calculation of the Grade Point Average (GPA) in the major will be based only on those mathematics courses which can be counted toward the major.

Minor Requirements

To obtain a minor in mathematics, students must complete MATH 120, 220, 221, 203, and two additional courses at the 300 level or above excluding MATH 320. At least six hours must be taken at the College of Charleston.

Mathematics Courses

099 College Algebra Lab (1)
A laboratory program required for students in designated sections of MATH 101. The program will supplement class instruction. Other activities may include viewing videos on algebra topics and the use of graphing calculators. Applications of algebra topics will be explored. The credit hour earned in this lab may not be applied toward degree requirements.

Co-requisite: MATH 101.

101 College Algebra (3)
A course that emphasizes algebraic functions. Topics include algebraic equations and inequalities, and the properties and graphs of algebraic functions. F, S, Su

NOTE: Credit hours earned in this course may not be applied toward minimum degree requirements in mathematics/logic. Students who have completed MATH 105, 111, or 120 may not subsequently receive credit toward graduation for MATH 101.

102 Trigonometry (3)
A course emphasizing the circular functions and their analytic properties. Topics include graphs of the trigonometric functions, identities, trigonometric equations, inverse trigonometric functions, logarithms, and the solution of triangles.

NOTE: Credit hours earned in this course may not be applied toward minimum degree requirements in mathematics/logic. Students who have completed MATH 111 or 120 may not subsequently receive credit toward graduation for MATH 102.

103 Contemporary Mathematics with Applications (3)
A course designed to introduce students to a variety of mathematical topics and applications. The course is primarily intended for students who are not planning to take advanced mathematics courses. Topics may be selected from a variety of areas, including the mathematics of social science, management science, and growth and symmetry. The course emphasis is on critical thinking, reading, and writing in mathematics.

F, S, Su

Prerequisite: MATH 101 or placement.

104 Elementary Statistics (3)
Probability concepts, descriptive statistics, binomial and normal distributions, confidence intervals, and tests of hypotheses.

F, S, Su

Prerequisite: MATH 101 or placement.

NOTE: Students may not receive credit for MATH 104 after having received credit for a higher level statistics or probability course.

105 Calculus for Business and the Social Sciences (3)
A one-semester course designed to introduce the basic concepts of calculus to students who are not majoring in mathematics or the natural sciences. Emphasis will be on applications of calculus to various disciplines. Not intended for those who plan to take additional calculus courses.

F, S, Su

Prerequisite: MATH 101 or placement.
NOTE: Students may not receive credit toward graduation for both MATH 105 and MATH 120.

111 Pre-Calculus Mathematics (4)
A course that emphasizes the function concept. Topics include graphs of functions, the algebra of functions, inverse functions, the elementary functions, and inequalities. F, S, Su
NOTE: Students who complete MATH 120 may not subsequently receive credit toward graduation for MATH 111.

115 Calculus Bridge (2)
Course topics will include a trigonometry review, limits and continuity, derivatives of trigonometric functions, the Mean Value theorem, Riemann sums, integration by substitution, and the calculus of logarithmic and exponential functions. Successful completion of this course allows students to proceed to MATH 220. Su
Prerequisite: This course is available only to students who have completed MATH 105 with a grade of "A" in the previous year.
NOTE: Students may not receive credit toward graduation for both MATH 115 and MATH 120.

120 Introductory Calculus (4)
The techniques of calculus will be stressed. Topics include functions, limits and continuity, derivatives, the Mean Value theorem, Riemann sums, integration by substitution, and the calculus of logarithmic and exponential functions. F, S, Su
Prerequisite: MATH 111 or its equivalent.
NOTE: See the notes below MATH 105, 111, and 115.

140 Intuitive Geometry for Teachers (3)
This is a course in geometry designed primarily for the elementary and middle school teacher. Topics include sets, basic concepts of geometry, the metric system, perimeter, area, and volume. Emphasis will be placed on problem solving. Some parallel reading on math education will be required.
NOTE: Credit hours earned in this course may not be applied toward minimum degree requirements in mathematics/logic.

203 Linear Algebra (3)
Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, and quadratic forms. F, S, Su
Prerequisites: MATH 120 and 220 or permission of instructor. MATH 220 may be taken as a co-requisite.

207 Discrete Structures I (3)
Theoretical concepts applicable to the theory of computing. Topics covered will be from the areas of: formal logic and proofs, sets, matrix algebra, relations and functions, recurrence relations, and graph theory. F, S
Prerequisite: MATH 105 or 120.

216 Introduction to Probability and Statistics (3)
Emphasis will be on statistical testing and inference, with insight into the variety of applications of statistics. Students will have an opportunity to select problems from an area of their interest. Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, and analysis of variance. F, S
Prerequisite: MATH 111 (MATH 120 recommended).
NOTE: Students may not receive credit toward graduation for both MATH 216 and MATH 231.

220 Calculus II (4)
Differentiation and integration of trigonometric functions, techniques of integration, indeterminate forms, l'Hopital's rule, Taylor's formula, sequences, infinite series, plane curves, and polar coordinates. F, S
Prerequisite: MATH 120 or both 105 and 115.

221 Calculus III (4)
Geometry of two- and three-dimensional spaces, limits and continuity of functions of several variables, vector-valued functions, partial derivatives, directional derivatives, Lagrange multipliers, multiple integrals, line integrals, Green's theorem, and surface integrals. F, S
Prerequisite: MATH 220.

231 Applied Statistics (3)
Topics include sampling, hypothesis testing, confidence intervals, simple linear regression, and related probability concepts. F, S, Su
Prerequisite: MATH 105 or 120.
NOTE: See the note below MATH 216.

245 Elementary Numerical Methods (3)
Topics covered will include error propagation in machine arithmetic, methods for finding roots and fixed points, numerical differentiation and integration, and elementary approximation theory. Students will program in PASCAL and FORTRAN. F, S
Prerequisites: CSCI 220 and MATH 220, or permission of the instructor.

260 Mathematical Modeling and Public Decision-Making (3)
This is an introductory course in basic mathematical concepts and models that can be applied to the decision making process in the public sector. Both continuous and discrete models will be examined. Topics will be chosen from the following: linear programming, growth processes, utility analysis, graph theory, game theory, group decision making and Arrow's impossibility theorem, coalition formation, and voting behavior.
Prerequisites: MATH 104 and 105 or equivalent.

290 Topics in Introductory Mathematics (3)
This course focuses on a topic of intermediate-level mathematics. Possible topics are: foundations of mathematics, graph theory, combinatorics, non-parametric statistics, and elementary number theory. Prerequisite: Permission of the instructor.
NOTE: Since the content changes, this course may be repeated for credit.

295 An Introduction to Abstract Mathematics (3)
This course is intended to provide a transition from the calculus sequence to more advanced courses requiring an ability to do proofs. Topics include elementary propositional logic, set theory, mathematical induction, functions, and relations. F, S
Prerequisite: MATH 203 or 221.

303 Abstract Algebra I (3)
An introduction to algebraic structures. Topics will include groups, rings, and fields. F, S
Prerequisites: MATH 203 or 221.

307 Discrete Structures II (3)
A continuation of MATH 207, including topics from combinatorics and probability, algebraic structures (such as Boolean algebras, semigroups and groups), automata, and languages. S
Prerequisite: MATH 203 or 207.

311 Advanced Calculus I (3)
The concepts of calculus will be explored in depth. Among the topics covered will be basic topological properties of the real line, limit operations, and convergence properties of sequences and series of functions. F, S
Prerequisites: MATH 203 or 207.

317 Seminar in Mathematics (3)
A course designed to teach the student to take a mathematics concept, either familiar or unfamiliar, and impart that concept, both orally and in writing, to a group of peers. Each student will write papers and present talks that will be discussed by the teacher and the other students as to content and style.
Prerequisites: Two mathematics courses at the 300 level or above.

320 History of Mathematics (3)
Number systems, historical problems of geometry, development of modern concepts in algebra, analytic geometry, and calculus. S
Prerequisite: 12 semester hours in mathematics courses numbered 200 or higher.

323 Differential Equations (3)
An introductory course designed to acquaint students with methods used in computing and analyzing the quantitative and qualitative behavior of solutions of ordinary differential equations. Applications of ordinary differential equations will also be discussed. Among the topics to be covered are: first-order and higher-order linear equations, simple numerical methods, the Laplace transform, eigenvalue techniques, systems of equations, and phase plane analysis. F, S, Su
Prerequisites: MATH 221 and either 203 or permission of the instructor.

340 Axiomatic Geometry (3)
An axiomatic development of Euclidean geometry, with topics from non-Euclidean geometry and projective geometry as time allows. F
Prerequisites: MATH 203, 220, 295, or permission of instructor.

350 Statistical Methods (3)
Statistical methods with topics selected from regression, correlation, analysis of variance, non-parametric statistics, and other models. S
Prerequisites: MATH 120 and MATH 216.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).
Prerequisites: Junior standing, plus permission of the tutor and the department chair.

401 Introduction to Point Set Topology (3)
Introductory concepts, topologies and topological spaces, functions, continuity, homeomorphisms, connected spaces, compact spaces, and applications of topology in analysis.
Prerequisite: MATH 311.

403 Abstract Algebra II (3)
This course is a continuation of MATH 303. Topics will be chosen from rings, fields, ideals, factor rings, extension fields, automorphisms, and Galois Theory. F
Prerequisite: MATH 303.

411 Advanced Calculus II (3)
A continuation of MATH 311 that will include the study of spaces of continuous functions and an introduction to concepts from measure theory, integration theory, and functional analysis. S
Prerequisite: MATH 203 and 311.

415 Complex Analysis (3)
The complex number system, analytic functions, integration, power series, residue theory, analytic continuation, and conformal mapping.
Prerequisite: MATH 311.
417 Reading and Research (1-3, 1-3)

Directed reading in mathematics. Open to qualified seniors with permission of the Department of Mathematics. A student may take this course for one or two semesters, earning one to three hours credit each semester. Credit value in each case will be determined by the type of problem considered.

Prerequisite: MATH 317.

421 Vector and Tensor Analysis (3)
A systematic development of the differential and integral calculus of vector and tensor functions, followed by a brief introduction to differential geometry and the mathematics of theoretical physics. S

Prerequisite: MATH 311.

423 Introduction to Partial Differential Equations (3)
Study of heat, potential, and wave equations in rectangular, polar, and cylindrical coordinate systems. Separation of variables and eigenfunction expansion techniques. Sturm-Louisville theory. F

Prerequisites: MATH 221 and 323.

450 Discrete Mathematical Models (3)
An introduction to the theory and practice of building and studying discrete mathematical models for real-world situations encountered in the social, life, and management sciences. Mathematics related to graph theory, game theory, Markov chains, combinatorics, difference equations, and other topics will be developed as needed to study the models. S

Prerequisites: MATH 203, either 216 or 350, and CSCI 220, or permission of the instructor.

451 Linear Programming and Optimization (3)
An introduction to deterministic models in operations research. Topics include linear programming, network analysis, dynamic programming, and game theory. S

Prerequisites: MATH 203, 221, and CSCI 220, or permission of the instructor.

452 Operations Research (3)
An introduction to probabilistic models in operations research. Topics include queueing theory, applications of Markov chains, simulation, integer programming, and nonlinear programming. S

Prerequisites: MATH 203, 530 and CSCI 220.

460 Continuous Mathematical Models (3)
An introduction to the theory and practice of building and studying continuous mathematical models for real-world situations encountered in the physical, social, life, and management sciences. Particular emphasis will be placed on models that arise in such fields as economics, population growth, ecology, epidemiology, and energy conservation. Advanced topics in differential equations and integral equations will be developed as needed to study the models. S

Prerequisites: MATH 203, 323, either 216 or 350, and CSCI 220, or permission of the instructor.

480 Topics in Applied Mathematics (3)
A semester course on an advanced topic in applied mathematics.

Prerequisite: Permission of the instructor.

NOTE: Since the content changes, this course may be repeated for credit.

485 Topics in Pure Mathematics (3)
A semester course on an advanced topic in pure mathematics.

Prerequisite: Permission of the instructor.

NOTE: Since the content changes, this course may be repeated for credit.

490 Practicum in Mathematics (3)
This course is intended to give students real-world experiences in applications of mathematics through internships, case studies, or projects undertaken by small groups of students under faculty supervision or the joint supervision of a faculty member and an industrial mathematician. It is the student's responsibility to submit a written practicum proposal to the Applied Mathematics Committee in the semester prior to that in which the practicum is to be done (normally in the senior year). Reports will be submitted by the students describing and analyzing their internships or projects. S

Prerequisites: Senior standing and permission of the instructor and department chair.

495 Senior Thesis (3)
Under the supervision of a mathematics faculty member, each student will find a topic or problem of abstract mathematics, explore it in depth, and write a paper synthesizing the work done along with the student's perspective of the relative importance of this topic to mathematics.

Prerequisites: Senior standing and permission of the instructor and department chair.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

530 Mathematical Statistics I (3)
Probability, probability functions, probability densities, mathematical
expectation, sums of random variables, and sampling distributions. F
Prerequisite: MATH 221.

531 Mathematical Statistics II (3)
Decision theory, estimation, hypothesis testing, regression, correlation,
and analysis of variance. S
Prerequisite: MATH 530.

545 Numerical Analysis (3)
Topics include numerical methods for solving ordinary differential
equations, direct methods and iterative methods in numerical linear
algebra, and selected topics in functions of several variables. OS
Prerequisites: MATH 203, 245, and 323.
Major Requirements

The Bachelor of Science

The courses required for the degree of bachelor of science with a major in physics are PHYS 201, 202, 301, 330, 370, 403, 409, 419 and 420, and 15 additional hours chosen with department approval from PHYS 302, 306, 307, 308, 310, 311, 320, 331, 390, 404, 407, 408, 410, 412, 413, and 415, for a total of 43 hours of physics. Majors may elect to use one 200-level engineering course to satisfy one elective requirement in physics. CSCI 220 or its equivalent is strongly recommended. 15 hours of mathematics are required by course prerequisites. Under special circumstances, with department approval, PHYS 101L, 101L, 102, and 102L together with a year of Calculus may replace PHYS 201 and 202. With departmental approval, PHYS 499 may be substituted for PHYS 420 and may be counted toward the total number of hours required in physics. Suggested programs of study for graduate school in physics, astronomy and astrophysics, atmospheric sciences, and engineering are available from the department.

The Bachelor of Arts

Required courses are PHYS 201, 202, 330, 370, 419, and 420, and additional courses to total a minimum of 36 semester hours. The additional courses necessary to complete the major are to be selected by the student, with the approval of the department, from physics and 200-level engineering courses to form a coherent program. CSCI 220 or its equivalent is strongly recommended. Under special circumstances, with department approval, PHYS 101L, 101L, 102, and 102L together with a year of Calculus may replace PHYS 201 and 202. With departmental approval, PHYS 499 may be substituted for PHYS 420 and may be counted toward the total number of hours required in physics. Calculus is a prerequisite for most advanced courses in the department. Some advanced courses also require MATH 323. CHEM 111, 111L and 112, 112L and MATH 203 and 423 are strongly recommended for all physics majors.

Concentration in Engineering within the Physics Major

Courses required are ENGR 205, 206, and 210; and PHYS 307, 330, 419, and 420 (a project in engineering).

The Minor in Physics

Courses required are PHYS 201*, 202*, 330, and a minimum of three additional courses at the 300-400 level.

*Under special circumstances, with departmental approval, PHYS 101L, 101L, 102, and 102L together with a year of Calculus may replace PHYS 201 and 202.

The Minor in Engineering Physics

Courses required are PHYS 201, 202, and at least four courses selected...
from the following: ENGR 205, 206, and 210; and PHYS 301, 307, 415, 419, and 420.

**Teacher Education Program**

Students who major in physics with a bachelor of arts or science degree can become certified to teach physics in secondary schools. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in physics, students interested in teacher certification must contact the coordinator of certification and student teaching, School of Education, for complete details about the program.

**Engineering Courses**
A description of the College's Engineering Options appears in the Special Programs section of the Catalog.

110 **Engineering Graphics (2)**
A course for the introduction of engineering graphics as a problem-solving tool. Areas of study include use of instruments; geometric construction; theory of orthographic points; lines, planes, and solids; sectional views; auxiliary views; dimensioning; isometric drawings; and design drawings. An introduction to computer-assisted design (CAD) is provided. Lecture one hour per week; laboratory three hours per week.

112 **Introduction to Engineering (3)**
Study of engineering curricula, branches of engineering, basic concepts of engineering, professional ethics, the engineer in society, and registration. Introduction to the engineering problem-solving process; engineering analysis and design techniques, including engineering calculations, statistical analysis, scalars, and three-dimensional vectors; vector operations; moments; equilibrium; work and energy; and D.C. circuit analysis. A scientific calculator, the capabilities of which will be specified by the instructor, will be required. Lectures three hours per week.

Prerequisites: ENGR 112 and MATH 220.

205 **Statics (3)**
A study of forces and force systems and their external effect on bodies, principally the condition of equilibrium of particles and rigid bodies. Includes a study of distributed forces, centroids and center of gravity, moments of inertia, analysis of simple structures and machines, and various types of friction. The techniques of vector mathematics are employed and the rigor of physical analysis is emphasized. Lectures three hours per week.

Prerequisites: ENGR 112 or PHYS 201 and permission of the instructor. Co-requisite: MATH 220.

206 **Dynamics (3)**
A continuation of ENGR 205. A study of kinematics of particles and rigid bodies, kinetics of particles with emphasis on Newton's second law, energy and momentum methods for the solution of problems, and applications of plane motion of rigid bodies. Techniques of vector mathematics are employed. Lectures three hours per week.

Prerequisites: ENGR 205 and MATH 220.

210 **Circuit Analysis (3)**
A study of D.C. resistive circuits; Kirchhoff's Laws; independent and dependent sources; nodal and mesh analysis; superposition; Thevenin's and Norton's theorems; maximum power transfer; natural response of RC, RL, and RLC circuits; forced response of RC, RL, and RLC circuits; operational amplifiers; sinusoidal analysis and phasors. Lectures three hours per week.

Prerequisites: ENGR 205 and MATH 220.

**Physics Courses**

101 **Introductory Physics (3)**
A general physics course intended for those students who plan to take only one physics sequence. A working knowledge of algebra and simple trigonometry is assumed. Subjects covered are: mechanics (vectors, linear and rotational motion, equilibrium, and gravitational fields); heat (mechanical and thermal; properties of solids, liquids, and gases); and wave motion. With permission from the Department of Physics and Astronomy a student may transfer to PHYS 202 after completion of PHYS 101. To take additional physics courses the same permission may be granted. Lectures three hours per week.

Prerequisites and co-requisites: PHYS 101L is a co-requisite or prerequisite for PHYS 101. A working knowledge of algebra and simple trigonometry is assumed.

101L **Introductory Physics Laboratory (1)**
A laboratory program to accompany PHYS 101. Laboratory three hours per week.

Prerequisite and co-requisite: PHYS 101 is a co-requisite or prerequisite for PHYS 101L.

102 **Introductory Physics (3)**
A continuation of PHYS 101. Subjects covered are: electricity (electric fields, AC and DC circuits); magnetism; optics (geometric and physical); and modern physics. Lectures three hours per week.

Prerequisite or co-requisite: PHYS 102L is a co-requisite or prerequisite for PHYS 102. PHYS 101 is a prerequisite for PHYS 102.

102L **Introductory Physics Laboratory (1)**
A laboratory program to accompany PHYS 102. Laboratory three hours per week.

Prerequisites and co-requisites: PHYS 102 is a co-requisite or prerequisite for PHYS 102L. PHYS 101L is a prerequisite for PHYS 102L.
119 Celestial Navigation (2)
The theory and practice of celestial navigation is developed. Topics include the sextant, time, the Nautical Almanac, the spherical triangle, sight reduction tables, altitude corrections, navigational astronomy, lines of position, complete fixes, and star identification. Lectures two hours per week.

129 Astronomy I (3)
An introduction to astronomy. Subjects covered are: a brief history of astronomy, coordinates, time, the earth's structure and motion, instruments used in astronomy, the moon, eclipses, comets, meteors, interplanetary medium, stars (binary, variable), star clusters, interstellar matter, galaxies, and cosmology. Lectures three hours per week.

Prerequisites and co-requisites: PHYS 129L. A working knowledge of high school algebra is assumed.

129L Astronomy I Laboratory (1)
A laboratory program to accompany PHYS 129. Laboratory three hours per week.
Prerequisite or co-requisite: PHYS 129.

130 Astronomy II (3)
A continuation of PHYS 129. Lectures three hours per week.
Prerequisite or co-requisite: PHYS 130L.
Prerequisites: PHYS 129 and 129L. A working knowledge of high school algebra is assumed.

130L Astronomy II Laboratory (1)
A laboratory program to accompany PHYS 130. Laboratory three hours per week.
Prerequisite or corequisite: PHYS 130.
Prerequisite: PHYS 129L.

150 Physics of Sound and Music (4)
An investigation of mechanical and electronic generation of sound; propagation of sound; perception of sound and music; the acoustics of vocal and instrumental music; musical elements such as pitch, loudness, and timbre; and musical constructs such as scales, temperament, and harmony. This course is team-taught by physics and fine arts faculty. Lectures three hours per week; laboratory three hours per week. A working knowledge of high school algebra is assumed.

201 General Physics (4)
Introduction to principles of physics primarily for scientists and engineers. Subjects covered are mechanics (vectors, linear and rotational motion, equilibrium, and gravitational fields); heat (mechanical and thermal properties of solids, liquids, and gases); and wave motion. Lectures three hours per week; laboratory three hours per week.
Prerequisite: MATH 120 or equivalent or permission of instructor.

202 General Physics (4)
A continuation of PHYS 201. Subjects covered are: electricity (electric fields, AC and DC circuits); magnetism; light (geometric and physical optics, spectra); and modern physics (relativity and nuclear physics). Lectures three hours per week; laboratory three hours per week.
Prerequisite: PHYS 201 and MATH 220 or equivalent or permission of instructor.

205 Intelligent Life in the Universe (3)
A general survey of the topic, stressing the interrelations between the fields of astronomy, physics, chemistry, biology, geology, and philosophy. Topics include the physical setting for origin and evolution of life, existence of such conditions elsewhere, possible number of extraterrestrial civilizations, possibility of contact, and implications of an encounter. Lectures three hours per week.

298 Special Topics (1-3)
An examination of an area in physics in which a regular course is not offered.
Prerequisite: Permission of the instructor.

301 Classical Mechanics (3)
Newtonian dynamics of particles and rigid bodies, relativistic mechanics, Lagrangian and Hamiltonian mechanics, and waves. Lectures three hours per week.
Prerequisites: PHYS 202 and MATH 323, or permission of the instructor.

302 Classical Mechanics (3)
A continuation of PHYS 301.
Prerequisite: PHYS 301.

306 Physical Optics (4)
An intermediate course in physical optics with major emphasis on the wave properties of light. Subjects to be covered include: the wave equation, the superposition principle, interference, diffraction, lasers, holography, polarization, birefringence, absorption, scattering, boundary conditions, and Fresnel diffraction. Lectures three hours per week; laboratory three hours per week.
Prerequisite: PHYS 202 or permission of the instructor.

307 Thermodynamics (3)
Temperature, thermodynamic systems, work, first and second laws of thermodynamics, heat transfer, ideal gases, reversible or irreversible processes, entropy, and possible inclusion of topics in kinetic theory of gases and statistical mechanics. Lectures three hours per week.
Prerequisites or co-requisites: PHYS 202 and MATH 323, or permission of the instructor.

308 Atmospheric Physics (3)
An introduction to the study of the Earth's atmosphere. Topics covered...
include atmospheric thermodynamics, synoptic meteorology, violent storms, radiative transfer, basic modeling, ozone depletion, acid rain, and global warming. Lectures three hours per week.

Prerequisites: PHYS 202 and MATH 220 or permission of the instructor.

310 Planetary Astronomy (3)
Survey of planetology; comparative planetology; origin of planets; asteroids; inter-planetary dust and gas; planetary interiors and atmospheres. Lectures three hours per week.

Prerequisites: MATH 111 or equivalent and one year of introductory physics or one year of astronomy or permission of the instructor.

311 Stellar Astronomy and Astrophysics (3)
The basic concepts of the physics of stars and stellar systems are explored. Topics covered include stars and star formation, stellar evolution, variable and binary stars, star clusters, pulsars, external galaxies, quasars, black holes, and cosmology. Lectures three hours per week.

Prerequisites: MATH 111 or equivalent and one year of introductory physics or one year of astronomy or permission of the instructor.

320 Introductory Electronics (4)
Basic principles of electronics and their application to instrumentation for students preparing for research in applied mathematics, medicine, biology, physics, and chemistry. Lectures three hours per week; laboratory three hours per week.

Prerequisite: PHYS 202 or permission of the instructor.

330 Introduction to Modern Physics I (3)
An introduction to atomic and nuclear physics. Topics include: relativity, atomic theory, x-rays, wave particle duality, and elements of quantum mechanics. Lectures three hours per week.

Prerequisite: PHYS 202 or permission of the instructor.

331 Introduction to Modern Physics II (3)
A continuation of PHYS 330. Topics include: statistical mechanics, solid state physics, and nuclear physics. Lectures three hours per week.

Prerequisite: PHYS 330 or permission of the instructor.

370 Experimental Physics (4)
An opportunity for students to develop experimental, analytical, and research techniques through lecture and extensive laboratory experiences. Scientific report writing will be stressed.

Prerequisite: Junior standing.

390 Research (1-3)
Literature and/or laboratory investigations of specific problems in physics or astronomy. The topic of the investigations will be determined by the interests of the student in consultation with the department faculty.

Prerequisite: Permission of the instructor.

399 Tutorial (3, repeatable up to 12)
Individual instruction given by a tutor in regularly scheduled meetings (usually once a week).

Prerequisite: Junior standing plus permission of the tutor and the department chair.

403 Introductory Quantum Mechanics (3)
Wave-particle duality; the wave function; general principles of quantum mechanics; systems in one, two, and three dimensions; electron spin; perturbation theory; scattering theory; electro-magnetic radiation; systems containing identical particles; and applications. Lectures three hours per week.

Prerequisite or co-requisite: MATH 323 and PHYS 330 or permission of the instructor.

404 Introductory Quantum Mechanics (3)
A continuation of PHYS 403.

Prerequisite: PHYS 403 or permission of the instructor.

407 Introduction to Nuclear Physics (3)
An introduction to the theory of the nucleus, including constituents of the nucleus; nuclear forces and structure; natural and induced radioactivity; properties of alpha, beta, and gamma radiation; particle accelerators; and fission, fusion, and nuclear reactors. Lectures three hours per week.

Prerequisite: PHYS 330 or permission of the instructor.

408 Introduction to Solid State Physics (3)
A survey of the fundamental principles determining the macroscopic properties of solids. The lattice system and the electron system are investigated as a basis for understanding dielectric, magnetic, optical, semiconductive, and superconductive behavior in solids. Lectures three hours per week.

Prerequisite: PHYS 330 or permission of the instructor.

409 Electricity and Magnetism (3)
An intermediate course in electricity and magnetism. Subjects to be covered will include electric fields, magnetic fields, electric current, Maxwell's equations, conductors, dielectrics, and magnetic materials. Lectures three hours per week.

Prerequisites: PHYS 202 and MATH 323 or permission of the instructor.

410 Electricity and Magnetism (3)
A continuation of PHYS 409.

Prerequisite: PHYS 409.
412 Special Topics (1-3)
An examination of an area in physics in which a regular course is not offered.
Prerequisite: Permission of the instructor.

413 Astrophysics (3)
Covers the application of physics to problems in stellar atmospheres and interiors, the interstellar medium, and galactic dynamics. Lectures three hours per week.
Prerequisites: PHYS 301, MATH 323 or permission of the instructor.

415 Fluid Mechanics (3)
An introduction to fluid mechanics that develops physical concepts and formulates basic conservation laws. Topics include fluid statics, kinematics, stresses in fluids, flow of real (viscous) fluids, and compressible flow. Lectures three hours per week.
Prerequisites: MATH 323 and PHYS 301 or permission of the instructor.

419 Research Seminar (1)
This course will normally be conducted in the fall semester of the student's senior year and consists of successfully preparing and presenting a research proposal. This course is intended to prepare the student for PHYS 420 or permission of the instructor.
Prerequisites: Senior standing and permission.

420 Senior Research (3)
Conducting, writing, and presenting the results of the research project prepared in PHYS 419. The presentation must be at a scientific forum approved by the research advisor. This course will normally be taken during the spring semester of the senior year.
Prerequisites: PHYS 419 or permission of the instructor.

499 Bachelor's Essay (6)
A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.
Minors
African Studies
African American Studies
American Studies
Arts Management (School of the Arts)
Criminal Justice
Dance (Theatre)
Environmental Studies
Film Studies (English and Communication)
Fine Arts (see School of the Arts)
German Studies
Intermodal Transportation (Business Administration)
International Studies
Jewish Studies
Pre-Actuarial Studies (School of Business and Economics)
Women's Studies
Interdisciplinary Minors

AFRICAN STUDIES
803-953-5711

Alpha Bah, Coordinator

The minor in African studies is composed of 18 hours of which nine credit hours are core courses and nine hours are electives selected from an approved list.

Core Courses

*AFST 101 Introduction to African Civilization (3)
An interdisciplinary survey of the history, geography, literature, culture, politics, and economics of the peoples and nations of the continent of Africa.

AFST 202 Special Topics in African Studies (3)

*HIST 272 Pre-Colonial Africa (3)
*HIST 273 Modern Africa (3)
HIST 372 North Africa (The Maghrib) Since 1800 (3)
HIST 373 West Africa Since 1800
HIST 473 Pan Africanism/OAU

Core courses

The remaining nine credit hours would be selected from among the following courses:

POL S 322 Politics of Africa (3)
POL S 366 International Diplomacy Studies (3)
ANTH 322 Peoples and Cultures of Africa (3)
FREN 470 African Literature of French Expression (3)
LITR 250 Literature in Translation: A Foreign Literature (3)
LITR 450 Literature in Translation: Comparative Literature (3)

Departmental special topics, tutorials, and independent study courses will also be offered as appropriate.

AFRICAN AMERICAN STUDIES
803-727-2009

Marvin Dulaney, Director

The students who minor in African American studies will be required to take 18 hours of interdisciplinary course work.

1. Twelve semester hours of required courses must include: one semester of introduction to African American studies, two semesters of African American history, and one semester of African American literature.

ENGL 313 African American Literature (3)

HIST 200 Introduction to African American Studies (3)
This course is an interdisciplinary approach to the African American experience in the United States. Using a model developed by African American studies pioneer Maulana Ron Karenga that focuses on history, religion, politics, economics, sociology, psychology, and the creative arts as the essential topics in the study of the African American experience, this course provides students an understanding of the African American perspective in these areas. Primary sources by African American writers and scholars are also used to support this perspective and introduce students to the latest literature and research on the African American experience.

HIST 216 African American History to 1877 (3)

HIST 217 African American History, 1877 to Present (3)

2. Nine semester hours may be chosen from additional courses listed below:

ANTH 322 Peoples and Cultures of Africa (3)
ANTH 327 Peoples and Cultures of the Caribbean (3)
HIST 272 Pre-Colonial Africa (3)
HIST 273 Modern Africa (3)
HIST 320 Special Topics in Low Country History (3)
HIST 324 Charleston Through Oral History (3)
HIST 420 Research Seminar in Low Country History (3)
LANG 250 West African Literature in Translation
POLS 390 Southern Politics (3)
POLS 322 Politics of Africa (3)
POLS 366 International Diplomacy Studies (3)
SOCI 343 Race and Ethnic Relations
THTR 489 African American Literature

SPECIAL TOPICS

Department special topics and research seminar courses as appropriate, with the approval of the director.

Students wishing to declare a Minor in African American studies should come to the Avery Research Center at 125 Bull Street.
American Studies
803-953-5711
Wayne Jordan, Coordinator

An interdisciplinary minor in American Studies is available to students interested in an inclusive exploration of American culture and society which focuses on the interplay of American arts, literature, philosophy, and political economy within historical contexts.

The minor in American studies consists of courses totaling 18 hours, including 1) AMST 200, an introductory, interdisciplinary, often team-taught overview of American culture and society; and 2) 15 hours of related courses in American studies (including special topics and Seminar courses) and English, fine arts, history, philosophy, and social sciences. Courses are selected in consultation with the American studies coordinator to ensure a coherent focus of study and will not include more than six hours in any one discipline. Successful completion of the American studies minor will be certified by the American Studies coordinator. Certification will then appear on the student's transcript.

200 Introduction to American Studies (3)
An integrated and interdisciplinary study which relates a broad range of American cultural forms—arts, literature, and philosophy, formal and popular—to the specific historical experiences and development of the United States from the Colonial era to the present.

The course introduces the concept and methodology of American studies and explores six major themes (Natural Environment and the Frontier; People and Immigration; Government and Constitutionalism; Urbanization and Industrialism; the American Dream; and America and the World) during successive time periods (1492-1763; 1763-1800; 1800-1877; 1877-1917; and 1917-present).

300 Special Topics in American Studies (3)
An extensive examination of a specific topic. The specific topic will be listed with the course when offered.

400 Seminar in American Studies (3)
This interdisciplinary seminar applies perspectives of the humanities and the social sciences in an intensive investigation of a particular period and/or a central theme of American studies.

Prerequisites: AMST 200 and at least one 200- or 300-level course in American literature, arts, history, or social science, or permission of instructor.

Criminal Justice Minor
803-953-5738 or 953-5724
Christine A. Hope, Coordinator
Jack Parson, Coordinator

Requirements
The criminal justice minor is designed to provide a better understanding of the criminal justice system. This is an interdisciplinary minor involving courses in political science, sociology, philosophy, and psychology. In addition to participation in a traditional classroom setting, students are required to undertake an internship through either the departments of political science or sociology/anthropology. Required courses for the minor in criminal justice include SOCY 341, criminology; POLS 220, criminal justice; and PSYC 307; and SOCY 102, 342, or 349.

Minor in Environmental Studies
803-953-5504
Susan J. Morrison, Coordinator

The Environmental Studies minor is offered for students who have an interest in learning more about the natural environment and the ecology of the planet, as well as understanding the relationship of political, social, cultural, and economic activities to that environment. A student minoring in environmental studies will have the opportunity to gain greater insight into the inter-relatedness of events and an appreciation for the environmental issues and policies of contemporary America. It should be noted that this minor is not intended to be a vocational track to equip students for careers in environmental areas.

Requirements for Environmental Studies Minor
The environmental studies minor requires completion of 21 total credit hours, selected from the list of courses as specified below. In addition, a student must complete at least eight hours of science prerequisites and six hours of humanities or social science prerequisites. The minor requires completion of courses from three categories:

Natural Sciences and Mathematics Environmental Courses
1. Take three (or more) courses (at least nine hours) plus prerequisites from this category.
2. Only one course in the student's major department may be applied to the minor.
3. Only one mathematics course may be chosen.

Courses should be selected from:
BIOL 204  Man and the Environment (3)
BIOL 209  Marine Biology, with lab (4)
BIOL 340  Zoogeography (3)
BIOL 341  General Ecology, with lab (4)
BIOL 342  Oceanography, with lab (4)
BIOL 360  Introduction to Biometry
BIOL 410  Applied & Environmental Microbiology, with lab (4)
BIOL 540  Marine Ecology, with lab (4)
CHEM 522  Environmental Chemistry (3)
CHEM 522L Environmental Chemistry Lab (1)
CHEM 526  Introduction to Nuclear and Radiochemistry (1)
CHEM 528  Nuclear and Radiochemistry (3)
GEOL 205  Environmental Geology (3)
GEOL 207  Marine Geology, with lab (4)
GEOL 220  Introduction to Hydrogeology, with lab (4)
GEOL 225  Geomorphology, with lab (4)
GEOL 320  Earth Resources (3)
MATH 216  Introduction to Probability and Statistics (3)
MATH 231  Applied Statistics (3)
MATH 260  Mathematical Modeling & Public Decision Making (3)
PHYS 308  Atmospheric Physics (3)

Special topics courses offered by departments may also be approved on a course by course basis.

Social Sciences and Humanities Environmental Courses
1. Take two courses (six semester hours) plus prerequisites.
2. Only one course in the student's major department may be applied to the minor.

Courses should be selected from:
ANTH 316  Ecological Anthropology (3)
ANTH 317  Ecological Anthropology and Tropical Forest Adaptations (3)
ECON 311  Environmental Economics (3)
PHIL 155  Environmental Ethics (3)
POLS 364  International Environmental Politics (3)
PSYC 329  Environmental Psychology (3)
URST 350  Environmental Policy (3)

Special topics courses offered by departments may also be approved on a course by course basis.

Interdisciplinary Environmental Courses
Take ENVT 200 Introduction to Environmental Studies, plus one additional course (a minimum of four total hours) from the following:
ENVT 350  Independent Study in Environmental Science and Studies (1-4)
ENVT 352  Special Topics in Environmental Science and Studies (1-4)

ENVT 395  Interdisciplinary Environmental Studies Seminar (1)

200  Introduction to Environmental Studies (3)
An introduction to interdisciplinary thinking about the relationships between humans and their environments and the practical problems resulting from these relationships. The course considers basic elements in the humanities, social sciences, and natural sciences that are essential for understanding interactions of humans with the environment.
Prerequisite: Sophomore standing.

350  Independent Study in Environmental Sciences and Studies (1-4)
A directed research project on some dimension of environmental science and studies, approached from an interdisciplinary perspective.
Co-requisite or prerequisite: At least three courses in the environmental studies minor. Enrollment by permission of instructor and coordinator of program.

352  Special Topics in Environmental Science and Studies (1-4)
An interdisciplinary study of a particular area of environmental concern. Topics will vary. Course may be taken twice for credit, with permission of the coordinator, if topics are substantially different.
Co-requisite or prerequisite: At least three courses in environmental studies minor.
Prerequisite: If cross-listed with special topics course in another department, the prerequisites of that department will apply.

395  Interdisciplinary Environmental Studies Seminar (1)
An interdisciplinary seminar on current environmental issues. May be taken twice with approval of coordinator.
Co-requisite or prerequisite: At least three courses in the environmental studies minor.

GERMAN STUDIES MINOR
803-953-5714

The German studies minor is an elective program which provides a structured course of study designed to acquaint students with German history, culture, and civilization, as well as sociopolitical problems in reunited Germany and in the societies of contemporary Switzerland and Austria. The minor is an 18-credit interdisciplinary program with required work primarily in German and history. Elective courses may be chosen from a number of fields, including anthropology, English, fine arts, German, history, philosophy, and political science.

Students select courses in consultation with the German studies minor coordinator who also becomes the students' advisor in the minor.
Upon completion of the required course work, the German studies minor
is certified on the student’s transcript by the German studies minor coordinator.

**Specific Requirements**

**Two German courses (six credits):**

- GRMN 324 German Culture and Civilization
- GRMN 325 German Contemporary Issues
  
  **Prerequisites:** GRMN 202, 250, placement exam, or permission of the instructor.

**Two history courses (six credits):**

- HIST 244 Germany from 1866 to the Present
- HIST 345 Modern German Cultural and Intellectual History
  
  **Prerequisites:** HIST 101 or 102, their equivalents, or permission of the instructor.

**NOTE:** If students enroll in GRMN 330: Collateral Study, complementing any of these courses, they receive one additional credit for each collateral study course taken (one or two credits).

Having completed GRMN 324, 325, and the two history courses, students have accumulated 12 to 14 credits. The remaining four to six credits can be earned as follows:

**One course** chosen from courses offered in English in the German Program (three credits):

- LITR 250 German Literature in Translation: German Literature
- LITR 350 German Literature in Translation: A German Author
- GRMN 390 Special Topics in Languages and Cultures: German History and the New German Cinema (taught in English)
  
  **Prerequisites:** ENGL 101 and 102.

**NOTE:** If students enroll in GRMN 330: Collateral Study, complementing the chosen course, they receive one additional credit (one credit).

**Remaining credits** chosen from collateral studies complementing the fields listed below.

**NOTE:** Since courses offered in the following fields deal with broad topics, no credit is awarded toward the German studies minor for these courses; however, the courses form a co-requisite to GRMN 330: Collateral Study, focusing on their German portion. Each collateral studies course counts one to three credits, depending on the amount of work done as collateral studies (one-three credits).

**History**

- HIST 337 Age of Reformation
- HIST 342 Europe, 1870-1939
- HIST 343 Europe since 1939
  
  **Prerequisites:** HIST 101 or 102, or their equivalents, or permission of the instructor.

**NOTE:** Since students are required to take two courses in the history department and since the German Studies minor is interdisciplinary in nature, the collateral studies for history courses listed here are limited to one credit hour.

- ENGL 203 Survey of European Literature (through the Renaissance)
- ENGL 204 Survey of European Literature (neoclassicism through the 20th century)
  
  **Prerequisites:** ENGL 101 and 102.

- PHIL 205 Existentialism
- PHIL 250 Marxism
- PHIL 285 Philosophical Issues in Literature
  
  **Prerequisites:** None.

- PHIL 230 History of Modern Philosophy
- PHIL 235 Nineteenth Century Philosophy
  
  **Prerequisites:** three semester hours in philosophy or permission of the instructor.

- PHIL 307 Twentieth Century Continental Philosophy
  
  **Prerequisites:** either six semester hours in philosophy (other than 215 or 216) or permission of the instructor.

- POLS 320 Politics of Western Europe
  
  **Prerequisites:** None.

- MUSC 337 Opera Literature
  
  **Prerequisites:** MUSC 131, 230, or permission of the instructor

- THRT 214 Modern American and European Drama
- THRT 387 The Contemporary Theater
  
  **Prerequisites:** None.

- ANTH 326 Peoples and Cultures of Europe
  
  **Prerequisites:** ANTH 101 and any 200-level course or permission of the instructor

Any additional courses, especially special topics courses, not listed in the Undergraduate Catalog which pertain to the field of German Studies, may be substituted for any of the above, for example HIST 340—Special Topics: Concept of German Naturalism or GRMN 390—Special Topics in Languages and Cultures: Multiculturalism in Germany, Switzerland and Austria (taught in English).
INTERNATIONAL STUDIES
803-953-5770

Samuel Hines, Director

The international studies minor is an elective program which provides a structured course of study designed to acquaint students with the international community and its problems. In an increasingly interdependent world it seems especially important that undergraduate education provide the means to understand the political, economic, and social nature of other cultures, peoples, and nations. Through the International Studies Program students as early as the freshman year can take appropriate classes toward this goal.

Completion of this minor course of studies will provide an important background for individuals planning internationally oriented careers in government, private enterprise, or non-governmental institutions.

NOTE: Requirements for this minor are currently being revised. Please contact the director for information.

Requirements for International Studies Minor

The international studies minor requires completion of at least 18 semester hours of study: nine of these hours consist of required courses—INST 100 (Global Issues) and INST 200 (Comparative Worlds); Study in Third World Development; and POLS 261 (International Relations—Theories and Concepts). The remaining hours required for the minor are elective in nature and are directed toward a specific field of study, or geographic area, for example, European studies, African studies, Latin America. Determination of elective courses is made by consultation between the student and members of the international studies staff.

International Studies Curriculum

The following courses represent the international studies curriculum at the College. These courses may be taken by students enrolled in the minor or as elective courses by other students.

100 Global Issues (3)
A basic interdisciplinary survey course of the world and its current problems and issues. The themes of the course are: Man and His Environment, Evolution of the International Community, and Contemporary Issues. This course is usually team-taught in order to bring varied expertise and points of view to the student. INST 100 is open to all students, but is primarily for freshmen.

200 Comparative Worlds: Study in Third World Development (3)
An interdisciplinary course with its focus on the Third World and the problems involved in the efforts of those countries to modernize and develop. Emphasis also will be on the comparative approach involving the use of area case studies. The course is open to all students, but is designed primarily for sophomores and juniors.

300 Special Topics in International Studies (3)
This course deals on an interdisciplinary basis with specially selected topics in international studies. Formulation of the topic will reflect both student and faculty interest.

350 Major Issues in Global Affairs (2)
This course will take an interdisciplinary approach to studying the origins, current dilemmas, and future trends of major issues confronting the world community. The course will be divided into two parts: first, general issues such as population, food, resource scarcity, and ecology; second, the interrelation of those issues in major regions of the world.

JEWISH STUDIES
803-953-5687

Martin Perlmutter, Director
Richard Bodek, Associate Director

Jewish studies focuses on the religion, history, philosophy, and literature of Judaism. It uses a variety of different academic disciplines to study the Jewish experience. The program is united by its object of study, not by its methodology.

Most students take Jewish studies courses as a way to appreciate the cultural diversity within the Western tradition. Understanding such diversity fosters a deeper and more self-conscious appreciation of one's own traditions.

There is an 18 credit interdisciplinary minor in Jewish studies for students who want an organized program and some certification in Jewish studies. The minor should be done with the approval of the director or associate director. Courses which satisfy the minor requirements include:

HIST 213 American Jewish History: Colonial Times to the Present
HIST 244 Political and Social History of Germany from 1866 to the Present
HIST 344 Modern European Cultural History
HIST 345 Modern German Cultural and Intellectual History
HIST 359 Modern Jewish History: Medieval to the Present
JWST 200 Introduction to Jewish Studies
JWST 300 Special Topics in Jewish Studies
JWST 400 Independent Study in Jewish Studies
PHIL 255 Philosophy of Religion
POLS 324 Politics of the Middle East
RELS 201 The Old Testament: History and Interpretation
RELS 225 The Jewish Tradition
LANG 101 Elementary Modern Hebrew I
LANG 102 Elementary Modern Hebrew II
LANG 201 Intermediate Modern Hebrew I
LANG 202 Intermediate Modern Hebrew II

The following three listings are interdisciplinary courses that are
offered by the Program in Jewish Studies. They satisfy the degree
requirements in the Humanities.

JWST 200 Introduction to Jewish Studies (3)
A multidisciplinary introduction to Jewish studies. The course will
examine religious historical, literary, and sociological approaches to the
study of the Jewish tradition. Readings might include religious texts, Bible
commentary, Jewish philosophy, mysticism, Hasidism, Jewish literature,
and modern Jewish thought.

JWST 300 Special Topics (3)
An examination of an area in Jewish studies for which no regular course
is offered. The course may be repeated for credit if the content is
different. The specific topic will be listed when the course is offered.

JWST 400 Independent Study (3)
Individually supervised readings and study of some work, problem, or
topic in Jewish studies of the student’s interest. A project proposal must
be submitted in writing and approved by the director prior to registration
for the course.

WOMEN’S STUDIES
803-953-6523

Marsha Hass, Director

Women’s studies emerged in response to the recognition that the
academic disciplines have traditionally neglected research and writings
by and about women and have studied human life by studying only men’s
lives. A primary aim of women’s studies is to include women in our
knowledge of human life by examining women’s writings and by
researching women’s roles, status, and contributions to culture, history,
and social life. Women’s studies stresses the gendered nature of human
life. It is also sensitive to other fundamental differences between
humans—differences in race, class, ethnicity, age—and the need to
provide analyses of human life that take these differences into account.
Taking gender and other differences into account often requires
reconstructing the methods, central questions, conceptual categories,
and value systems of the different academic disciplines. Thus women’s

studies is not just the study of women. It also involves critical assessment
of the adequacy of existing research methods. In addition, women’s
studies offers us new ways of thinking about history, literature, culture,
art, philosophy, and so on.

The Program

Women’s studies courses serve both female and male students by
enabling them to become more aware of gender roles and relations,
women’s cultural contributions, the social, political, and economic status
of women, the intersection of race, class, and gender issues, and
theoretical concerns about the relation of gender to knowledge.

Women’s studies courses are offered in both the social sciences and the
humanities and may be used to satisfy the College’s minimum degree
requirements in these areas.

For those with a sustained interest in women’s studies, there is also
a minor. The core course of the minor, WMST 200, traces the historical
foundation of contemporary research in women’s studies by examining
key literature of the past two centuries that has critically addressed
women’s condition. In addition to regularly offered women’s studies
courses, students may include special topics courses and independent
research in their minor program.

To complement the academic coursework, the program sponsors a
variety of speakers, films, and activities during the year and advises a
student organization, the Women’s Forum.

Minor Requirements:

The requirements for a minor in women’s studies are 18 semester
hours of interdisciplinary coursework in women’s studies approved
courses, which must include WMST 200* and five additional courses**
 chosen from the following:

ANTH 346 Women, Culture, and Society
ENGL 336 Women Writers
FREN 474 French Women Writers
HIST 221 Women in the United States
HIST 252 Women in Europe
PEHD 217 Human Sexuality
PEHD 220 Women’s Health Issues
PEHD 317 Sexual Behavior and Relationships
PHIL 165 Philosophy and Feminism
PHIL 275 Feminist Theory
POLS 392 Women and Politics
RELS 265 Women and Religion
SOCI 103 Sociology of the Family
SOCI 339 Gender and Society
WMST 300 Special Topics
WMST 400 Independent Study

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Certain special topics courses from the various departments may also be counted towards the minor requirements. Please consult the instructor or the director of women’s studies.

*It is recommended that WMST 200 be taken early in the minor, preferably as one of the first three courses.

**No more than two courses may be taken in any single department except those courses designated as WMST.
The Governor's School of South Carolina
803-953-6592

Established in 1976 by the College of Charleston and Governor James B. Edwards, the Governor's School is a four-week summer residential honors program for gifted South Carolina high school students. The Governor's School program features intensive, college-level study in a variety of academic disciplines from among the humanities, the physical, social, and mathematical sciences. A wide range of cultural and recreational activities and field trips are also offered. The students live in College housing and their meals are provided in College facilities.

Qualified students are nominated by their high schools and are then selected in a statewide competition. Each summer 240 rising high school seniors who have shown exceptional ability and achievement in their studies participate in the program on the College of Charleston campus. For further information, contact the director of the Governor's School at the College of Charleston.

Office of Professional and Community Services
803-953-5822

The Office of Professional and Community Services offers a wide variety of programs and activities to meet the educational needs of the greater Charleston area. Non-credit courses, seminars, workshops, and certificate programs are available to the general public to provide opportunities for professional development.

NOTE: Admission to the College is not required for registration in non-credit programs.

Continuing Education Units (C.E.U.s) are issued as a means of recognizing participation and achievement in many non-credit activities. C.E.U.s are awarded on the basis of one C.E.U. per 10 contact hours of non-credit conferences, workshops, and courses, and provide a valuable measure of continuing growth and progress for participants.

Non-credit program offerings are listed in the Schedule of Courses and in several other College and community publications.

The College of Charleston has many resources to help area businesses and industries, non-profit organizations and government agencies meet educational and professional development needs. Credit and/or non-credit courses may be offered on-site or at the campus in response to specific needs of business and industry. Distance learning programs and institutes are presented throughout South Carolina.

Lightsey Conference Center

Conference services and facilities are available at the Lightsey Conference Center. Meeting professionals from the Office of Professional and Community Services help plan and arrange programs, speakers, accommodations, catering, facilities, and extracurricular events in addition to overseeing financial and registration management, publications, and publicity requirements. Individualized planning assures that symposia, seminars, professional meetings, and conferences meet the educational goals and training objectives of professional organizations, government agencies, and community groups.

Internet connections and satellite downlink capabilities are available as well as in-house media resources. The Lightsey Conference Center serves a variety of program needs--from small roundtable meetings to international conferences.

Maymester and Summer Sessions
(Office of the Registrar)
803-953-4831 or 953-5668

Maymester is a three-week period of concentrated courses between the end of spring semester and the beginning of summer school. Maymester courses are designed to give faculty and students the opportunity for an uninterrupted investigation of subjects that particularly draw their interest. Classes meet for three and one half hours five days each week over the three-week period.

Maymester often includes study abroad courses and courses in conjunction with the Spoleto Festival USA. College of Charleston students, visiting students from other colleges, and members of the community are eligible to attend. Housing is available.

Summer sessions are two five-week day terms of concentrated courses. There are substantial offerings at the introductory and advanced levels in all of the disciplines in the College curriculum. Students may choose to take summer courses to explore fields of study outside of their major concentration, to make up work missed in the regular terms, or to accelerate their progress toward a degree. Summer courses are open to students from other colleges and universities, to community residents and high school students who are recommended by their schools, as well as regularly enrolled students at the College of Charleston. Two seven-week evening sessions with classes meeting two evenings per week also are offered during the summer term. Housing is available.

A catalog providing information about Maymester and summer courses, workshops, and special programs is published each spring.
GRADUATE STUDIES
803-953-5614

Dr. Wayne Patterson, Dean

Dr. Linda Plunkett, Accountancy
Dr. Virginia Benmaman, Bilingual Legal Interpreting
Dr. Virginia Bartel, Elementary or Early Education
Dr. Larry Carlson, English
Dr. Louis Burnett, Environmental Studies
Dr. William Olejniczak, History
Dr. Richard Brusca, Marine Biology
Dr. Mick Norton, Mathematics
Dr. William Moore, Public Administration
Dr. Frances Welch, Special Education

The Office of Graduate Studies is located on the third floor of Randolph Hall. Currently, master's degrees are available in accountancy, bilingual legal interpreting, early childhood education, elementary education, special education, English, environmental studies, history, marine biology, mathematics, and public administration.

To receive graduate credit, students must be admitted to one of the recognized categories of graduate studies. A non-degree status is available for students who wish to take graduate courses but who will not complete a graduate degree at the University of Charleston, S.C.

Accountancy
The School of Business and Economics offers a Master of Science degree in Accountancy. This program will prepare students for careers in a variety of areas in the accounting profession. The School of Business and Economics is accredited by the American Assembly of Collegiate Schools of Business.

The master in accountancy program offers a broad base of courses in financial reporting and theory, information systems, tax research, auditing, organizational behavior, managerial accounting, and policy. The flexibility of the program enables students to select elective courses in their particular areas of interest.

The graduate program is designed to accommodate both the professional and those recently completing the undergraduate program in accounting. Classes are offered both day and evening to be convenient for the professional and those enrolled as full-time students.

Bilingual Legal Interpreting
The Master of Arts in Bilingual Legal Interpreting will be a comprehensive, sequenced and integrated series of courses designed to provide the student with the competencies, techniques, and research skills required of a professional legal interpreter. The curriculum will consist of 15 courses (45 credits) to be completed over a three year period. Nine of the 11 core courses will be offered at the University of Charleston, S.C. during three intensive summer programs. These will be taught by highly qualified professors of interpreting from institutions throughout North America. The two remaining core courses, the practicum and internship, may be taken in a court jurisdiction of the student's choice. The remaining four courses may be taken at another institution subject to approval by the program director.

Education
Two graduate degrees in education are offered at the University of Charleston, S.C. The Master of Education (M.Ed.) degree is offered for those students who have professional teacher certification and are seeking to increase their skills and knowledge in educational practices, technology, curriculum, and evaluation. The Master of Arts in Teaching (M.A.T.) degree is designed for students who do not have backgrounds in educational programs and are seeking to gain the skills and knowledge that will enable them to become effective teachers.

M.Ed. and M.A.T. degrees are offered in early childhood, elementary, and special education. In each of these areas the student must complete a program of study with an advisor. The program of study specifies the courses to be completed toward degree fulfillment.

Graduate students may complete the M.Ed. or M.A.T. programs using either a full-time or part-time approach. Full-time students usually enroll in nine to 12 hours each semester and complete their program of study in one-to-two years. Part-time students usually enroll in one or two courses each semester. Most courses are scheduled in the late afternoons and evenings for the convenience of part-time students, however, part-time M.A.T. students will need to be available during the day for practica, some courses, and student teaching.

English
The University of Charleston, S.C. and The Citadel offer a joint program leading to a Master of Arts degree in English. The program is designed to attract qualified holders of the baccalaureate degree, whether recent college graduates, English teachers, or others interested in pursuing graduate studies in English. It has a six-hour thesis option and includes advanced courses in British literature, American literature, English language, and composition and rhetoric. Core requirements in the 36 hour program include 18 hours in British literature and American literature, a seminar, demonstrated competency in a foreign language, and a comprehensive examination in British and American literature.

To be considered for admission applicants are required to submit a completed application form; official transcripts of all undergraduate and graduate credit, including documentation of graduation from an accredited four-year college or university; at least two letters of
recommendation; a writing sample; a statement about educational goals and interest in a graduate degree; and scores from the Graduate Record Examination or the Miller Analogies Test. The Joint Program Committee will decide which applicants will be admitted. In cases where students have insufficient preparation in English, additional course work at the undergraduate level may be required.

Environmental Studies

The University of Charleston, S.C. and the Medical University of South Carolina jointly offer a Master of Science in Environmental Studies (MES) degree. The program is structured to capitalize upon the existing strengths of the faculty at each institution. The University of Charleston offers environmentally focused courses in the traditional sciences such as geology and biology, as well as in policy sciences. The Medical University of South Carolina contributes science courses focusing in human health related areas as well as providing a strong curriculum in environmental risk assessment. MES students, during the course of their study, will benefit from the complimentary strengths of each institution by enrolling in courses offered on both campuses.

Students who graduate from the program can expect to enter professional employment in a range of areas where environmental specialization is increasingly necessary. These areas include those relating to public management and policy making, multi-disciplinary analysis and risk assessment, implementation of environmental standards, and the interface between the private and public sectors relating to environmental policy.

History

The Citadel and the University of Charleston, S.C. offer a joint Master of Arts degree in history providing advanced specialization work in United States history, European history, and Asian/African/Latin American history. The program serves teachers, military personnel, recent college graduates, the general Lowcountry community, and qualified undergraduate and non-traditional students interested in pursuing graduate studies in history. Candidates for the degree must meet general requirements, pass a comprehensive examination, and produce a traditional thesis or a research equivalent in seminar papers. To enable both full-time and part-time students to complete their work with the least inconvenience, the graduate classes are scheduled in the late afternoons and evenings.

Marine Biology

The University of Charleston, S.C. offers the Master of Science degree in Marine Biology in cooperation with a number of Charleston institutions. Students in the program use facilities and resources of The Citadel, College of Charleston, the Marine Biomedical and Environmental Sciences Program of the Medical University of South Carolina, the Marine Resources Research Institute of the South Carolina Wildlife and Marine Resources Department, and the Charleston laboratory of the National Marine Fisheries Service. Student offices and research spaces are provided in the Marine Resources Research Institute and the Grice Marine Biological Laboratory of the University of Charleston, S.C. both of which are located at Ft. Johnson on Charleston Harbor. The broad scope of the interests of the graduate faculty and the facilities provides students with an extremely wide variety of research and training opportunities in such areas as aquaculture, fisheries, fisheries management, ichthyology, immunology of marine organisms, marine biomedical sciences, marine biotechnology, marine ecology, marine environmental sciences, marine toxicology, molecular biology, ornithology, oceanography, physiology, physiological ecology, resource management, and systematics.

The George D. Grice Marine Biological Laboratory houses the main research and educational activities of the Marine Biology Graduate Program. The location of the Grice Lab near the mouth of Charleston Harbor provides an ideal setting for research and study. Here research vessels and small boats provide the student with immediate access to the relatively unspoiled and biologically rich South Carolina coast.

A minimum of 30 semester hours of graduate credit is required for a masters’ degree (thesis required). A student must complete a core curriculum consisting of courses in ecology and population biology of marine organisms, biology of crustacea, physiology and cell biology of marine organisms, physical oceanography, biometry, one organismal biology course (ichthyology, marine bony, or marine invertebrate zoology), and a seminar.

Mathematics

The Department of Mathematics offers a program of graduate level training leading to a Master of Science in Mathematics. The program is intended to help prepare students for professional opportunities in business, industry, and government that require training at the graduate level. Courses in the program also serve as an option for secondary school teachers who wish to maintain certification or enhance their professional expertise. The degree requires 30 hours of coursework or 24-27 hours of coursework and a thesis, with at least 12 hours selected from a set of core courses to include algebra, mathematical statistics, and real analysis. This format allows students to design plans of study to meet their own individual needs and interests.

To be admitted to the degree program, one will normally be required to have a bachelor’s degree in mathematics or its equivalent with a minimum GPA of 3.0 in the major. Students planning to enter the M.S. program in mathematics should have an undergraduate background which includes linear algebra, abstract algebra, differential equations, and advanced calculus. Students lacking some of these courses may still be considered for the program but will be required to make up the deficiencies.

The mathematics faculty at the University of Charleston, S.C. is supplemented by faculty from The Citadel and the Medical University of South Carolina to form a graduate faculty that is committed to excellence in both classroom instruction and research.
Public Administration

In conjunction with the University of South Carolina, the College of Charleston's Institute for Public Affairs and Policy Studies offers a master's of public administration degree. This program offers general training in public administration for a variety of public sector careers. Graduates have pursued careers in diverse state, local and urban areas including those of grants administration, planning, and city administration. Degree requirements include completion of 39 semester hours and an internship (for those students without extensive experience in public administration). Course work may be completed on a part-time or full-time basis.

Graduate Assistantships

Graduate assistantships are available to full-time, degree seeking students in accountancy, bilingual legal interpreting, education, English, environmental studies, history, marine biology, mathematics, and public administration programs. Information about assistantships is available in the Office of Graduate Studies.

Additional information concerning graduate programs at the College of Charleston is available through the Office of Graduate Studies or from the program directors.

INSTITUTE FOR PUBLIC AFFAIRS AND POLICY STUDIES
803-727-6480, Fax 803-727-6490

Arthur A. Felts, Director

The Institute for Public Affairs and Policy Studies, located at 284 King Street, above the Small Business Resource Center, houses academic programs, conducts applied and academic research, and provides community outreach.

A Master of Public Administration (MPA) program, jointly offered by the University of Charleston and the University of South Carolina is offered through the Institute. The MPA is a 39-semester hour program, designed to train students for careers in public service. The Institute also houses the policy track for the master of environmental studies program jointly offered by the University of Charleston and the Medical University of South Carolina. The environmental studies program offers interdisciplinary training for students in areas of basic sciences, risk assessment and environmental policy.

Research activities conducted by the Institute staff consist of projects designed to provide technical support to various state and local governmental and nonprofit organizations. Institute staff have evaluated major social service programs throughout the Southeast. In addition, an active research agenda focusing on coastal environmental policy is supported.

The goal of the Institute is to provide research findings, instructional, and service activities to the state of South Carolina.
## The Board of Trustees

The Board of Trustees of the College of Charleston is composed of 19 members. Fifteen are elected by the General Assembly (two from each Congressional District and three at large), one appointed by the governor, and three ex-officio members (the governor, the chairman of the Senate Committee on Education or his designee from that committee, and the chairman of the House Committee on Education and Public Works or his designee from that committee).

### College of Charleston

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## The Board of Visitors

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THE COLLEGE OF CHARLESTON FOUNDATION

The College of Charleston Foundation was established to provide support for students, faculty, and activities of the College for which state funding generally cannot be provided. The Foundation is an eleemosynary corporation whose purpose, as expressed in the by-laws, is to establish and implement a long-range fund-raising program. The funds raised are intended to help expand and improve the educational functions of the College and to build an endowment fund with earnings from that fund to be expended annually by the Foundation directors for the exclusive benefit of the College of Charleston. The Foundation supports scholarships, faculty enrichment programs, and other College/community activities.

Gifts and Bequests

Gifts to the College of Charleston are tax deductible. Gifts may be immediate or deferred and may be either designated for specific purposes or given without restrictions. Gifts may be cash, securities, or any kind or real or personal property. Deferred gifts may be made through bequests, insurance, or a variety of trust agreements. The officers of the Foundation are available to confer with donors at any time, to make certain that both the donor's wishes and possible tax advantages are fully realized. All inquiries should be addressed to the College of Charleston Foundation, Inc., 803-953-5568.

THE ALUMNI ASSOCIATION

The College of Charleston Alumni Association has been in continuous operation since 1888. There is evidence, however, that an organization of alumni known as the Society of Graduates was in existence as early as 1834. The Society of the Alumni of the College of Charleston appeared in 1847 and continued for approximately 25 years. The present Alumni Association was organized on June 18, 1888, and has existed without a break since that time.

The purpose of the association, as expressed in its constitution, is "to manifest interest in, and to promote the welfare of, the College of Charleston."

The Alumni Association holds its annual meeting the weekend of May commencement. At this time, the formal business of the organization, including election of officers, is transacted. The annual meeting traditionally has been followed by a reception honoring all alumni and members of the graduating class.

The association works closely with the College's Office of Alumni Services in awarding scholarships based on a student's leadership potential as demonstrated in extracurricular activities. It also presents the Alumni Medal to the member of the junior class with the highest academic average; academic awards for outstanding work in modern languages (the Graesser Memorial Award) and in mathematics (the Harrison Randolph Award).

Operating through its elected Executive Committee, the group annually conducts membership campaigns and various fund-raising activities to assist the association, the College, and the College of Charleston Foundation.

The association also sponsors gatherings for alumni, faculty, and students throughout the year, and periodically arranges for group tours in this country and overseas.

The Executive Committee assists with the publication of newsletters to alumni, sponsors a harbor cruise to honor the faculty during Family Fall Weekend, promotes alumni gatherings in various cities throughout the country, sponsors the Career Network for students and alumni in conjunction with the Office of Career Services, and helps with class reunions and homecoming celebrations.

The Old Timers, those alumni whose classes have been graduated 50 or more years, are honored with a special reception in March of each year.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABATE, CHRISTOPHER, Ph.D.</td>
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<table>
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<tr>
<th>Name</th>
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UWAII, GODWIN W., Ph.D., Associate Professor of French (1983) N.C.E., Alvan Ikoku College of Education, Nigeria; D.E.F., University of Dakar; C.E.P., Universite de Poitiers, France; M.A., Winthrop College; Ph.D., Florida State University


VAN SICKLE, META, Ph.D., Assistant Professor of Education (1992) B.S., Michigan State University; M.Ed., Ph.D., University of South Florida

VOORNEVELD, RICHARD, Ph.D., Dean of Students and Associate Professor of Education (1983) B.A., St. Leo College; M.A., University of South Florida; Ph.D., University of Florida

WAGGENER, GREEN THOMAS, Ph.D., Assistant Professor of Physical Education and Health (1993) B.A., B.S., University of South Alabama; M.S., United States Sports Academy; M.Pub. Health, Ph.D., University of Southern Mississippi
WARD, PATRICIA, Ph.D., Assistant Professor of English (1989) B.A., College of Charleston; M.A., University of South Carolina; Ph.D., University of North Carolina at Chapel Hill

WATTS, J. FRED, Ph.D., Professor of Physics (1970) B.S., University of Richmond; M.A., Wake Forest University; Ph.D., Virginia Polytechnic Institute and State University

WELCH, FRANCES C., Ph.D., Associate Professor of Education (1992) B.A., Columbia College; M.A., Ph.D., University of South Carolina; Ed.S., The Citadel

WEYERS, JOSEPH R., M.A., Assistant Professor of Spanish (1995) B.A., Allegheny College; M.A., The University of Mexico

WHITE, SARA DAVIS, Ph.D., Assistant Professor of Education (1994) B.S., Southern Nazarene University; M.A., Ph.D., University of Colorado

WHITNEY, CARL, Ph.D., Associate Professor of Biology (1986) B.S., Iowa State University; M.S., Ph.D., University of British Columbia

WHITT, ALIS, M.S., Librarian II (1993) B.A., Warren Wilson College; M.S., University of North Carolina at Chapel Hill

WILDER, HUGH THOMPSON, Ph.D., Professor of Philosophy (1981) B.A., Denison University; M.A., Ph.D., University of Western Ontario

WILKINSON, JAMES B., Ph.D., Professor of Computer Science (1983) B.S., Davidson College; M.S., University of South Carolina; Ph.D., Duke University

WINFIELD, IDEE C., Ph.D., Assistant Professor of Sociology (1993) B.A., Pennsylvania State University; M.A., Ph.D., Duke University

WISEMAN, D. REID, Ph.D., Associate Professor of Biology (1976) B.A., M.A., Ph.D., Duke University

WISOTZKA, PAIGE E., Ph.D., Associate Professor of French (1983) B.A., Hood College; M.A., Université de Paris—Middlebury College; Ph.D., Washington University

WITKOFSKY, ALFRED A., Ph.D., Assistant Professor of Psychology (1995) B.S., Worcester State College; M.A., Ph.D., Northeastern University

WOODSIDE, B. PERRY, Ph.D., Associate Professor of Finance (1968) B.A., Furman University; M.B.A., Ph.D., University of South Carolina

WRAGG, JEFFREY L., Ph.D., Assistant Professor of Physics (1992) B.S., Boise State University; M.S., University of Maine; Ph.D., University of Missouri

WRIGHT, JANICE, Ph.D., Assistant Professor of Spanish (1994) B.A., Central Missouri State University; M.A., New York University; Ph.D., University of Missouri

YAUN, PETER HAROLD, Ed.D., Associate Professor of Education (1973) B.A., Stetson University; M.Ed., State University of New York, Brockport; Ed.D., Baylor University

YOUNG, PAUL T., Ph.D., Associate Professor of Mathematics (1991) B.S., Lawrence Institute of Technology; M.S., Ph.D., Oklahoma State University
Administration

Executive Officers of the Administration

ALEXANDER M. SANDERS, Jr.
President

CONRAD D. FESTA
Provost/Senior vice president for Academic Affairs/Dean of the Faculty

ANDREW L. ABRAMS
Senior vice president for Institutional Research and Planning

FREDERICK W. DANIELS
Senior vice president for Executive Administration and Institutional Resources

GEORGE HABORAK
Senior vice president for Student Affairs

ROBERT LYON
Senior vice president for Institutional Advancement

GARY M. MCCOMBS
Senior vice president for Business Affairs

Departments of the Administration

Academic Advising
Amy Harman, Student Service Specialist (1992)
Arnold Eric Pringle, Coordinator of Advising, B.A., College of Charleston
Jayne Rugg, Director (1994) B.S., State University of New York at Oswego; M.Ed., Lehigh University

Academic Affairs
Conrad D. Festa, Provost and Senior vice president of Academic Affairs (1987) B.A., Wheaton College; M.A., Cornell University; Ph.D., University of South Carolina
David J. Cohen, Associate Provost (1995) B.A., M.A., University of Pennsylvania; M.L.S., Drexel University; Ph.D., University of Pennsylvania
Joan E. Hillman, Assistant to the Provost and Project Administrator for Academic Affairs (1992) B.S., M.B.A., University of South Carolina
Beth Murphy, Administrative Assistant (1989) B.A., College of Charleston
Clara J. Hodges, Administrative Specialist (1993)

Academic Computing
Margaret L. Ehrhardt, Director (1978) B.S., College of Charleston
Sue L. Dowd, Systems Programmer (1986) B.S., College of Charleston
Charles B. Guerry, Hardware Technician (1992)
Nancy B. Hadwin, Local Area Network Manager (1987) B.S., College of Charleston
Gerald H. Hollister, Systems Manager (1986) B.S., College of Charleston
Frederic A. Leclerc, User Analyst (1994) B.S., Oklahoma State University; M.S., Cameron University
Michael A. Todd, Software Support Technician/Programmer (1988) B.S., College of Charleston

Administrative Computer Services
Marcia K. Moore, Director (1983) B.S., Clemson University; M.A., Central Michigan
Brenda Burbage, Helpdesk Operator and Data Management & Research Analyst (1994)
Carol D. Chatman, Operations Supervisor (1990)
Tony Decristofaro, Programmer/Analyst (1992) A.S., Manchester Community College
Deborah L. Doscher, Information Resources Coordinator (1983)
Joan R. English, Office Manager (1992)
Land Johnson, Programmer/Analyst (1995) B.A., University of South Carolina
Tina S. Lacey, Programmer/Analyst (1987) A.A., Trident Technical College
Bryan Mansfield, Night Operator/Data Coordinator (1994) B.S., Regents College, University of the State of New York, Albany
Eileen Mansfield, Student Systems Programming Manager (1990)
Dorothy Minotti, Systems Manager (1995) A.A., B.S., Goldey Beacom College, Wilmington, Delaware
Robert D. Richardson, Computer Technician (1987)
Tracy Smith, Network Analyst (1995) B.S., North East Louisiana University
Kathryn Sparkman, Financial Systems Programming Manager (1990)
A.A., Trident Technical College; B.A., Huntington College
Barbara Szydlo, Programmer/Analyst (1995) A.S., St. Louis Community College
Lynn D. Todd, Programmer/Analyst (1984) B.A., Newcomb College of Tulane University; M.A., University of South Carolina
Lisa B. Weaver, Programmer/Analyst (1985) B.S., College of Charleston
Administrative Services
Elizabeth B. Godfrey, Director (1979)
Ellen Bensten, Communication Services Coordinator (1989)
Cheryl G. Connor, Printing Production Manager (1986)
Kelley M. Houser, Printing Services Specialist (1993) B.A., College of Charleston
Kimberly II. Parler, Administrative Assistant (1994)

Admissions & Continuing Education
Leilani Aguliar (1992) Receptionist
Carl W. Blackstone, Admissions Counselor (1994) B.A., College of Charleston
Patricia A. Huhn, Director of Transfer Admissions and Systems Analyst (1973) B.A., College of Charleston
Donald C. Burkard, Dean of Admissions and Continuing Education (1986) B.A., M.S., St. Bonaventure University
Carole Farley (1994) Receptionist
Gale M. Johnson, Coordinator of Minority Admissions (1993) B.A., Howard University
Jerry W. Mackeldon (1994) Transfer Evaluator
Deana Richardson, Administrative Support Specialist (1989) B.A., Pembroke State University
H. Joseph Staggers, Director of Admissions (1992) B.A., Wake Forest; M.A., William and Mary University
Suzette Sille, Assistant Director of Admissions (1986) B.A., Wofford College; M.P.H., College of Charleston
Doris Van Dyke, Director of Operations (1985)
Janice S. Wright, Data Entry Specialist (1993)

Advancement Services
Kimberly Beckman, Network Manager (1995) B.A., College of Charleston
Paula R. Ruth, Accounting Technician (1987)
Kelly Tapp, Accountant (1995) B.S., College of Charleston
Holly Koon, Administrative Specialist (1995) B.A., College of Charleston

Alumni Services
Karen Jones, Director of Alumni Services (1991) B.S., College of Charleston
Mills Cobb, Assistant Director of Alumni Services (1995) B.S., College of Charleston
Susan Sneed, Administrative Support Specialist (1987) A.B., Nassau Community College

Arboretum/Grounds Maintenance Department
John S. Davis, Director of Arboretum (1989) B.A., University of South Carolina
Ben Coleman, Grounds Supervisor (1987)
Darryl J. Chancy, Groundskeeper (1995)

Athletics Department
Jerry I. Baker, Executive Director of Athletics (1984) B.A., College of Charleston; M.Ed., University of South Carolina
Angelo Anastopoulo, Head Coach, Men's and Women's Tennis (1991) B.A., The Citadel
Maggie Blatt, Director of Sports Marketing and Promotions (1994) B.S., College of Charleston; B.A., Jacksonville University
Ralph Gabattari, Head Baseball Coach (1989) B.S., Baptist College
Tony Ciuffo, Assistant Athletic Director for Media Relations (1990) B.A., University of South Carolina
Patricia Clark, Administrative Specialist (1995)
Daniel Dukes, Head Coach, Men's Golf (1986) B.A., College of Charleston; M.P.A., College of Charleston
Michelle Futrell, Assistant Trainer (1994) B.S., College of Charleston
Ott B. German, Director of Student Services/Compliance Coordinator (1992) B.S., College of Charleston
Dwayne Grace, Assistant Men's Basketball Coach (1988) B.S., College of Charleston
Sharon Gilmore, Assistant Coach, Women's Basketball (1994) B.A., University of South Carolina
Shannon Gregg, Head Coach, Women's Softball (1992) B.S., University of South Carolina
David Jordan, Head Coach, Women's Soccer (1993) B.A., College of Charleston
LeAnn Kennedy, Assistant Coach, Women's Basketball (1994) B.A., University of North Carolina
William King, Head Coach, Men's & Women's Swimming and Diving (1976) B.A., M.A., East Carolina University
John L. Kresse, Head Coach, Men's Basketball (1979) B.A., M.A., St. John's University
Laura Lageman, Head Volleyball Coach/Associate Athletics Director (1989) B.S., State University of New York; M.A., University of Florida
Edward Ledford, Head Coach, Men's & Women's Cross Country (1990) B.A., Wake Forest; M.S.W., Tulane
Johanna Little, ATC, Director of Sports Medicine and Instructor/Academic Advisor (1992) B.S., M.S., M.S., James Madison University
Ralph Lundy, Head Coach, Men's Soccer (1987) B.S., M.S., Western Carolina University
Gregg Marshall, Assistant Men's Basketball Coach (1988) B.S., Randolph Macon College; M.A., University of Richmond
Kathy McCaskill-Rhein, Head Coach, Women's Basketball (1994) B.S., Francis Marion University
Mark A. McKown, Assistant Athletics Director for Support Services/Director of Sports Performance (1992) B.A., University of South Carolina-Spartanburg; M.S., Sports Academy
Nancy Newberry, Head Coach, Women’s Golf (1988) B.A., Northwestern University; B.S.N., Case Western Reserve University
Jeff Peacock, Assistant Coach, Men’s Soccer (1994) B.S., Charleston Southern University
Kelly Principi, Head Coach, Cheerleading (1990) B.S., University of South Carolina
Matthew Silverman, Equipment Manager (1994)
Stephen Sparkman, Assistant Sailing Coach (1995) B.A., St. Mary’s College of Maryland
Martin Travis, Head Trainer (1990) B.S., College of Charleston; M.S., Indiana State University
Anita Condon van de Erve, Executive Director - Cougar Club (1988) B.S., College of Charleston
Alys Anne Wiedeke, Administrative Assistant (1993)
George K. Wood, Director of Sailing (1975) B.A., University of Richmond; M.A.T., University of North Carolina; Ph.D., University of Maryland
James Yarbrough, Assistant Coach, Men’s Basketball (1994) B.S., Florida State University

Auxiliary Services
Bernadette W. Collins, Accounting Technician II (1973)
Sherry A. Rabon, Senior Budget Analyst (1995), B.S., College of Charleston

Career Services
Boyce V. Cox, Assistant Director (1971) B.A., Wake Forest University; M.Div., Duke University
Linda Robinson, Placement Coordinator (1992) B.S., M.S., Western Carolina University
L. Annette Van Hannegeyn, Administrative Specialist (1992)

Central Energy
Harry Feller, Plant Maintenance Manager (1973)

College Bookstore
Joseph Robert Rodwell, Jr., Manager (1991) B.S., University of South Carolina; M.S., Naval Post Graduate School, Monterey, CA
Gloria T. Heyward, Textbook Manager (1979)
Betty L. Graie, Accounting Tech II (1979)
Joan M. Harper, Administrative Specialist (1977)
Reginald G. Foster, Support Specialist II (1986)
Harry Russell, Accounting Tech II (1991)
Suzanne M. Musso, Administrative Specialist (1995)

College Relations
Jane Ball, Graphic Designer (1994) B.F.A. in Graphic Design, Rhode Island School of Design, B.G.D., Rhode Island School of Design
Claire Fund, Associate Director, Advancement Communications (1994) B.A., Simmons College; M.B.A., Boston University, M.A. in Library Science, University of Chicago; M.A. in History, University of Chicago
Patrick Harwood, Associate Director of College Relations (1992) B.S., Virginia Commonwealth; M.S.J., Northwestern University
Bobbin Huff, Assistant Director of College Relations (1984) B.A., American University
Marcia White, Publications Editor (1995) A.B., Clark University

College Skills Lab
T. Steve Gibson, Director of College Skills Lab (1975) B.A., The Citadel; M.Ed., University of South Carolina
Bonnie D. Devet, Director of Writing Lab (1988) B.A., University of South Carolina; M.A., University of Missouri-Columbia; Ph.D., University of South Carolina
Martha T. Dougherty, Director of Foreign Language Tutoring Services (1988) B.A., The University of South; M.A., Middlebury College
Hope M. Florence, Director of Math Lab (1978) B.A., College of
Charleston; M.A., University of South Carolina
Brenda K. Hanna, Assistant Director of Study Skills/Reading Lab (1993)
B.A., Covenant College; M.A., Monterey Institute of International Studies
John Peters, Director of Natural Sciences Tutoring Services (1989) B.S.,
University of Illinois; M.S., College of Charleston
Leila H. Thomas, Assistant Director of College Skills Lab and Director of
Study Skills/Reading Lab (1988) B.A., Mississippi University for Women;
M.S., Mississippi State University

Continuing Education
Deana Richardson, Administrative Specialist (1989) B.A., Pembroke
State University

Controller
Joseph E. Bolchoz, Jr., Controller (1972) B.S., Baptist College; M.A.,
Central Michigan University
Antonette Boswell, Accounting Technician (1991)
Joyce Bowers, Accounting Technician (1972)
Leonardo V. Cortez, Senior Accountant (1984) M.B.S., University fo De
La Salle; M.A., Loyola House of Studies (Ateneu de Manila University)
Madeline De Angio, Administrative Support Specialist (1985)
Mary A. Hayes, Accounting Technician (1990)
Carrie Hackett, Accounts Receivable (1990)
Doris Noriega, Accounting Technician (1984)
Audrey A. Partlow, Accountant (1977) A.B., ICS Commercial Department
James Pooser, Accountant (1977)
Phyllis Singleton, Accountant (1979) A.B., Palmer College
M. Linda Stephens, Senior Accountant (1994)
Ernesto Torres, Assistant Controller (1983) B.B.A., University of the East;
M.B.A., The Citadel; C.P.A., State of South Carolina
Emma Williams, Accounting Technician (1976)
Mary Desa Wilson, Grants Accountant (1974) B.S., Shaw University
Susan Vedrode, Data Entry Clerk (1992)
Jesse J. Wallace, Jr., Accounting Technician (1995) B.S., Wilberforce
University

Counseling and Psychological Services
Ellenor Mahon, Director (1973) B.A., Windthrop College; M.Ed.,
University of South Carolina
Mary Capers, Associate Director (1974) B.A., Barber-Scotia; M.A.,
Michigan State University
Brian K. Sullivan, Psychologist (1994) B.A., Clemson University; M.S.,
Florida Institute of Technology; Psych.D., Florida Institute of Technology
Kent MacEachern, Counselor (1994) B.A., College of Charleston; M.A.,
Covenant Seminary
Norma Lynn Higgins, Counselor (1994) B.A., Wofford College; M.S.W.,
University of South Carolina
Beth Keyserling-Kramer, Counselor (1995) B.A., Boston University;
M.Ed., Georgia State University
Sherree C. Penn, Office Manager (1994) B.A., Southeastern Louisiana
University
Gerland Toran, Administrative Specialist (1994) B.A., Jameson College

Custodial Services
Tom Brewer, Director of Custodial Services (1988)
Leroy Bennett, Supervisor, Custodial Services (1976)
Mae Gregory, Supervisor, Custodial Services (1974)
Annabel Major, Supervisor, Custodial Services (1972)
Allen Recot, Supervisor, Custodial Services (1974)

Development
University
Paul J. Craven, Jr., Director of Corporate and Foundation Giving (1990)
B.A., Furman University; B.D., Th.M., D. Min., Southeastern Baptist
Theological Seminary
Marjorie B. Masteller, Director of Planned Giving (1994) B.A., The
 Pennsylvania State University
Dorothy Merritt, Administrative Assistant (1994)
Sally Pease, Administrative Assistant (1995)

Early Childhood Development Center
Margaret W. Humphreys, Director (1980) M.Ed., University of South
Carolina
Richard E. Latham, Master Teacher M.Ed., College of Charleston
Phyllis G. Nickas, Master Teacher M.Ed., College of Charleston
Pamela Ohlandt B.S., College of Charleston

Educational Services
Karen Green, Administrative Specialist (1994)
Bobbie Lindstrom, Coordinator of SNAP Services (1990), B.A., Clemson
University; M.Ed., College of Charleston
Pamela Isacco Niesslein, Assistant Dean (1985), B.A., St. Francis of
Loretto; M.A. and Ph.D., University of Pittsburgh

Enrollment Management
Sue Sommer-Kresse, Vice President for Enrollment Management (1980)
B.S., M.A., University of Minnesota; Ph.D., University of Wisconsin-
Madison
Kirk J. Kilgore, Administrative Assistant (1993) B.S., Troy State University;
M.P.A., University of Charleston

Facilities Planning
Monica Scott, Director

Faculty Senate
Albertha Mack, Administrative Specialist (1994)
Financial Assistance and Veterans Affairs
Donald R. Griggs, Director (1986) A.A.S., Chesterfield-Marlboro Technical College; B.A., Coker College; M.Ed., University of South Carolina
Robert N. Kersey IV, Associate Director (1989) B.S., University of South Carolina
Melinda Miley, Assistant Director (1991) B.S., Charleston Southern University; M.Ed., The Citadel
H. David Singleton, Program Coordinator (1990) B.A., College of Charleston; M.Ed., University of South Carolina
Edward H. Jordan, Veterans Affairs Coordinator (1991) B.S., College of Charleston
Gail Lincoln, Counselor (1994) B.A., College of Charleston; M.P.A., College of Charleston
Gilbert Smalls, Data Management Analyst (1995) B.S., Francis Marion University
Cheryl Davis, Office Manager

Fire and Life Safety
Richard N. Kranz, Jr., Director (1985)
Thomas L. Burgess, Fire Inspector (1991)
Andrew J. Macke, OSHA/Safety Inspector (1992)
Lora J. Gallagher, Administrative Specialist (1995)

Governor's School
Andrew L. Abrams, Director of the Governor's School B.A., Furman University; J.D., University of South Carolina Law School; LL.M., University of Virginia School of Law
Maria Mansfield Richardson, Associate Director (1991) B.S., College of Charleston
Jill Conway, Administrative Support Specialist (1984) B.S., Richmond College

Graduate Studies
Wayne Patterson, Dean of Graduate Studies (1993) B.S., University of Toronto; M.S., University of New Brunswick; Ph.D., University of Michigan
Laura H. Hines, Graduate Studies Coordinator (1991) B.A., Mary Washington College; MPA, College of Charleston
Kimberly Schmitt, Administrative Specialist (1988)

Honors Program
Rose Ramm Rowland, Director (1975) B.S., College of Charleston; M.S., University of South Carolina; Ph.D., Auburn University
Maria Mansfield Richardson, Assistant Director (1991) B.S., College of Charleston

Human Relations/Minority Affairs
Robert Gillis, Vice President (1986) B.S. Ed., Southwest Missouri State University; M.S., Southwest Missouri State University

Human Resources
M. B. Bond, Director (1972)
Cathy Jordan, Personnel Specialist (1994)
Shirley Anderson, Data Management & Research Analyst (1994)
Flashette Shirer, Personnel Assistant (1995)
Barbara A. Mitchell, Personnel Specialist (1977)
Andria D. Stevens, Personnel Assistant (1987)

Institute for Public Affairs and Policy Studies
Arthur A. Felts, Director, Associate Professor of Political Science (1989)
Ph.D., Pennsylvania State University
Margaret Bonifay, Administrative Specialist (1988)
Janet Key, Assistant Director, Master of Public Administration Program, Director, Public Management Assistance Program (1988) M.P.A., College of Charleston
William V. Moore, Director, Master of Public Administration Program, Professor of Political Science (1972) Ph.D., Tulane University

Institutional Advancement
Robert E. Lyon, Senior Vice President for Institutional Advancement (1984) B.A., University of Tennessee; M.Ed., Vanderbilt University
Debbie McQueeny, Administrative Support Specialist (1994)
Jerry Nuss, Assistant to the Vice President (1986)

Institutional Research and Campus Planning
Andrew L. Abrams, Director (1980) B.A., Furman University; J.D., University of South Carolina School of Law; LL.M., University of Virginia School of Law
Yvette Hooten, Assistant Coordinator of Research and Planning (1995) A.S., Houston Community College; B.S., Fayetteville State University
Chris Patrick, Administrative Specialist (1994)
Michelle Smith, Coordinator of Research and Planning (1989) B.S., College of Charleston; M.S., University of Charleston, S.C.

Library (Robert Scott Small)
David Cohen, Dean of Libraries and Special Collections (1982) B.A., M.A., University of Pennsylvania; M.L.S., Drexel University; Ph.D., University of Pennsylvania
Katherine F. Bielsky, Head Cataloger (1984) B.A., Catawba College; M.A., University of Tennessee; M.L.S., Florida State University
Martha S. Felts, Assistant Cataloger (1990) B.A., Wittenberg University; M.L.S., Emory University
William K. Finley, Coordinator, Special Collections; Reference Librarian (1992) B.A., College of William and Mary; M.A., University of Kentucky; Ph.D., Duke University; MLS, University of South Carolina
Thomas Gilson, Head, Reference (1986) B.A., John Fisher College;
M.L.S., University of Buffalo; M.P.A., University of South Carolina/College of Charleston

Helen A. Ivy, Head, Marine Resources Library (1982) A.B., Georgia Southwestern College; M.L.S., George Peabody College


C. Michael Phillips, Reference Librarian (1990) B.A., College of Charleston; M.M., University of Missouri-Kansas City; M.L.S., University of South Carolina


Sheila L. Seaman, Assistant Dean Public Services (1981) B.A., Colby College; M.S.L.S., Case Western Reserve University

Thomas Sexy, Reference Librarian (1992) B.A., Illinois State University; MLS, University of South Carolina

Katina Stmuch, Head, Collection Development (1979) B.A., M.S., University of North Carolina at Chapel Hill


Alisa Whit, Interlibrary Loan Coordinator/Reference Librarian (1993) B.A., Warren Wilson College; M.S., University of North Carolina at Chapel Hill

Mail Services

LuMont Myers, Supervisor, Mail Services (1980) B.A., College of Charleston

Media and Technology

Virginia Tormey Friedman, Director (1984) B.A., College of Staten Island, CUNY; M.L.S., Pratt Institute

Michael Eldridge, Network Coordinator (1992) B.S., Ohio University

Timothy Fennell, Producer-Director (1989) B.A., University of South Carolina

Joan Mack, Media Resources Coordinator (1985) B.S., South Carolina State College

Brian McDonald

Michael Opauski, Project Administrator (1992)

Motor Pool

Clifford R. Davis, Business Manager (1989)

Ed Baumuller, Administrative Assistant (1994)

North Area Facility

Rew A. Godow, Jr., Director (1976-1987; 1994) A.B., M.A., Ph.D., University of Illinois.

Office of Sponsored Programs

Barbara H. Gray, Director of Sponsored Programs (1993) B.S., University of Pittsburgh; M.P.H., University of South Carolina

Harriet Mazyck, Administrative Specialist (1983) A.A.S., El Paso Community College

Office of the President

Alexander M. Sanders, Jr., President (1992) B.S., LL.B., J.D., University of South Carolina; LL.M., University of Virginia

Jeanne M. Buist, Special Events Coordinator (1991) B.A., University of South Carolina

Betty L. Craig, Administrative Assistant (1970) B.A., University of Kentucky

Frederick W. Daniels, Senior Vice President for Executive Administration and Institutional Resources (1967) A.B., University of the South

Colleen G. Dargan, Sottile Theatre Director (1992) B.A., Hartwick College


J. Eric Forsberg, Internal Auditor (1974) B.S., College of Charleston

Patricia R. Goff, Administrative Assistant (1992) Associate Degree in Secretarial Science, Midlands Tech

Henry C. Huson, Director of Special Projects (1990) B.A., Sewanee; M.Ed., Western Carolina University

Elizabeth W. Kassebaum, Assistant Vice President for Executive Administration (1987) B.A., University of South Carolina

Anna K. McKown, Sottile Theatre Assistant (1994) B.A., College of Charleston

Orientation

Susan H. Thompson, Director of Orientation (1986) B.A., Middlebury College; M.Ed., Northeastern University

Solveig Heintz, Student Services Specialist (1990)

Physical Plant

James W. Shumate, Director of Physical Plant (1987) B.S.C.E., University of Mississippi

Mary K. Colacicco, Administrative Assistant (1973)

Rodney Eldredge, Engineer (1983)

Larry F. Franklin, Engineer (1988)

Herbert L. Frasier, Deputy Director of Physical Plant (1973)

Mark Hane, Trades Supervisor (1989) B.A., George Mason University

Sandra T. Hires, Administrative Specialist (1990)

James B. Miller, Deputy Director of Physical Plant (1987) B.S.B.A., S.E. Missouri State University


David J. Tomayko (1991) B.S.C.E., University of Detroit; M.S.C.E., University of Michigan

Procurement and Supply Services

Anne D. Brownyard, CPPPO, C.P.M., Director (1977)


Larry E. Allen, CPPB, Procurement Officer (1975)

Richard M. Bennett, CPPB, Procurement Officer (1974)
David W. Hartkemeyer, Property Inventory Specialist (1984)
Frederick N. Hiers, Supply Specialist (1989)
George A. Horn, CPPO, Procurement Officer (1991)
Daniel V. LeClair, Supply Manager (1994)
Charles W. Short, Assistant Director (1989)
Saundra L. Williams, Procurement Officer (1974)
Wendy E. Williams, Procurement Officer (1993)
Cynthia M. Washington, Procurement Officer (1990)

Professional and Community Services
T. Eston Marchant, Director (1991) B.S., University of South Carolina; M.Ed., Winthrop University; Ed.S., The Citadel
T. Eston Marchant, Director (1991) B.S., University of South Carolina; M.Ed., Winthrop University; Ed.S., The Citadel
Dorinda Harmon, Special Projects Coordinator (1989) B.A., Appalachian State University; M.Ed., University of South Carolina
Pamela Gabriel, Administrative Specialist (1994)
Claire Robinson, Elderhostel Coordinator (1995) B.A., Mount Holyoke College
Judith Sawyer, Conference Coordinator (1989) B.A., Hollins College

Public Safety
James Parlor, Chief (1986) B.S., Sociology, College of Charleston
Teresa Boggs, Administrative Specialist (1989)

Registrar
William A. Anderson, Registrar (1987) A.B., University of Georgia; M.A., Roosevelt University
Julie Hite, Associate Registrar (1990) B.S., University of Maryland
Jack Sun, Assistant Registrar (1994) M.B.A., Southern Illinois University
Dana Espinosa, Director, Maymester/Summer School (1995) B.S., Auburn University; M.Ed., Nicholl's State University; Ph.D., Texas Woman's University
Christopher Gilliard, Transcript Specialist (1986)
Terri Jorgensen, Graduation Assistant (1994)
Clarissa McKenzie, Schedule Coordinator (1993) B.A., Clemson University
Sylvia Myers, Grade Specialist (1991)
Mary Ruth Penley, Transfer Credit Specialist (1995)
Mary Petty, Graduation Coordinator (1994) B.A., College of Charleston
Lorraine Price, Office Manager/Student Services (1994)
Kim Richardson, Receptionist/Student Services (1994)
Colleen Sample, Student Services (1993)
Vickie Sessions, Enrollment Certification Specialist (1995)
Eleanor S. Weiters, Data Coordinator (1979)

Residence Life/Housing
Terry Eby, Director of Special Groups and Student Development for Residence Life (1991) M.Ed., University of South Carolina; B.A., University of North Carolina at Wilmington

Shandran D. Jones, Director of Programming and Staff Development for Residence Life (1991) M.A., Appalachian State University; B.A., Lenoir-Rhyne College
Kari Krehnbrink, Residence Life Area Coordinator (1995) M.Ed., University of Virginia; B.A., University of North Carolina at Chapel Hill
G. Parker Leake, Director of Business Affairs for Residence Life (1991) M.Ed., New Orleans Baptist Theological Seminary; M.Theology, Southeastern Baptist Theological Seminary; B.S., Virginia Polytechnic Institute
Ed Lenane, Assistant Director of Business Affairs for Residence Life (1994) Pursuing M.Ed., University of South Carolina; B.S., State University of New York at Plattsburg
Deborah Ray, Associate Director of Programming and Summer Conferences for Residence Life (1992) M.S., Livingston University; B.S., Livingston University
Rebecca Grant-Richardson, Director of Housing Assignments and Off Campus Housing for Residence Life (1978) M.Ed., The Citadel; B.S., College of Charleston
Amy Hunt, Coordinator of Residence Life for Housing Assignments (1994) Pursuing M.Ed. at University of South Carolina; B.A., and B.S., College of Charleston

Student Affairs
George Edward Haborak, Senior Vice President for Student Affairs (1971) A.B., M.A., Boston College; M.A., Wayne State University; Ph.D., Catholic University of America
Eileen M. Baran, Student Services Program Coordinator (1974)
Richard Voorneveld, Director of Student Development (1983) B.A., St. Leo College; M.A., University of South Florida; Ph.D., University of Florida
Barbara Scalese, Office Manager (1991) A.S., Tidewater Community College

Student Health Services
John Schumacher, MD, Medical Director (1995)
James Ward, MD, Campus Physician (1992)
James Simpson, Dermatologist (1980)
Steven Shapiro, MD, Campus Physician (1993)
Peter Carek, MD, Sports Medicine (1993)
Deanna Cotter, MD, Campus Physician (1995)
Jane Reno-Munro, RN, Head Nurse (1994)
Rita Spencer, RN, Staff Nurse (1992)
Christine Malley, RN, Staff Nurse (1992)
Carolyn Jones, RN, Staff Nurse (1992)
Sandra McKenzie, Receptionist (1993)

Student Intercultural Programs
Deborah Euland, Acting Director
Kimberly Drakeford, Coordinator for Minority Student Programs
Andrew Laryea, Coordinator for International Student Programs and Exchange Programs

Student Life
J. Scott Derrick, Director (1992) B.A., Furman University; M.Ed., University of South Carolina
Owen Barker, Associate Director (1995) B.S., Presbyterian College; M.A., Eastern Kentucky University
Bill King, Assistant Director for Business/Finance, Men's and Women's Swim Team Coach (1977) B.A., M.S., East Carolina University
Steve Turner, Assistant Director for Operations (1990) B.A., University of South Carolina
Nolie Spencer, Campus Activities Program Coordinator (1994) M.Ed., B.S., University of South Carolina
Christi Furrow, Event Planning Coordinator (1993)
Norma Luden, Executive Assistant (1980)
Delbert Collins, Building Supervisor (1977)

Substance Abuse Prevention/Education
Jason Lawandailes, Associate Director (1991) B.A., College of Charleston; M.S., College of Charleston (underway)

Treasurer
Dianne P. Dyches, Assistant Treasurer (1977)
Gina M. Mock, Accounting Technician Supervisor (1988)
Bambi L. Conrad, Accounting Technician (1992)
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Undergraduate Studies
William A. Lindstrom, Dean of Undergraduate Studies (1975) B.A., Auburn University; M.S., Ph.D., Clemson University
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Chivon J. Jackson, On Course Director (1992) B.S., College of Charleston
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Jane Corbin, Receptionist (1995) B.S., Brockport State University; A.A., Northern Kentucky University
Harriet Wright, Receptionist (1995)

Upward Bound
Rita A. Pasley, Counselor
Willette S. Burnham, Director

Jennifer C. Johnson, Curriculum Specialist/Counselor
R. Machelle Metts, Administrative Specialist
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Published by the College of Charleston, South Carolina.
Office of College Relations
Editor: Marcia White
Designer: Janie Ball
Photography:
Postage paid by the College of Charleston, Charleston, South Carolina.
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The College of Charleston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts, the Bachelor of Science, the Master of Arts, the Master of Science, the Master of Education and the Master of Public Administration.

The College of Charleston is committed to providing leadership in the attainment of equal opportunity for all persons regardless of race, religion, sex, national origin, age, handicap, or other legally-protected classification. This effort is in compliance with all federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 as amended. Inquiries should be directed to the Office of Human Relations and Minority Affairs, College of Charleston, Charleston, South Carolina 29424.

This catalog is not a contract. The College of Charleston reserves the right to change programs of study, academic requirements, and College policies at any time, in accordance with established procedures, without prior notice.
# ACADEMIC CALENDAR 1996-1997

## May

- **1** Reading Day
- **4** Final Examinations End
- **7** (Final Grades Due to Registrar by Noon.)
- **12** Commencement
- **13** MAYMESTER-Registration
- **17** MAY EVENING-Registration
- **May Evening-Classes Begin**
- **14** Maymester Classes Begin
- **21** Maymester - Last Day to Withdraw with Grade of W
- **27** Memorial Day Holiday (Observed)
- **31** Maymester • Last Day of Classes
- **May Evening-Last Day to Withdraw with a W**

## June

- **3** Maymester - Final Examinations
- **5** SUMMER I DAY-Registration
- **6** Summer I Day-Classes Begin
- **17** Summer I Day-Last Day to Withdraw with a W
- **24** May Evening-Last Day of Mon/Wed Classes
- **25** May Evening-Last Day of Tues/Thurs Classes
- **26** May Evening-Final Exams - Mon/Wed Classes
- **27** May Evening-Final Exams - Tues/Thurs Classes

## July

- **1** Summer Evening II - Classes Begin
- **3** SUMMER EVENING-Registration
- **4** Independence Day Holiday
- **5** Summer I Day-Last Day of Classes
- **8** Summer I Day-Final Examinations
  - **7:45 Class • 7:45-10:45; 11:45 Class • 11:45-2:45**
- **9** Summer I Day-Final Examinations
  - **9:45 Class • 8:45-11:45**
- **7:45 Class • 7:45-10:45; 11:45 Class • 11:45-2:45**
- **9** Summer II Day-Final Examinations
  - **9:45 Class • 8:45-11:45**

## August

- **5** Summer Evening-Last Day of Mon/Wed Classes
- **6** Summer Evening-Last Day of Tues/Thurs Classes
- **7** Summer Evening-Mon/Wed Final Examinations
- **8** Summer II Day-Final Examinations
  - **7:45 Class • 7:45-11:45; 11:45 Class • 11:45-2:45**
- **9** Summer II Day-Final Examinations
  - **9:45 Class • 8:45-11:45**
ACADEMIC CALENDAR 1996-1997

August 1996

1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

September 1996

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

October 1996

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
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November 1996

1 2 3 4 5 6 7
8 9 10 11 12 13 14
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22 23 24 25 26 27 28
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December 1996

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January 1997

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February 1997

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March 1997

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April 1997

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May 1997

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June 1997

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22 23 24 25 26 27 28
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July 1997

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### Academic Calendar 1996-1997

**August 1996**

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**August**

- 17 FALL SEMESTER
- 19 Registration for Returning Students
- 21 Classes Begin

**October**

- 2 Last Day to Withdraw from Classes W/Grade of "W"
- 10 Midterm Grades Due

**November**

- 4 Fall Break Holiday
- 5 Fall Break Holiday
- 27 Thanksgiving Holiday Begins, 5 p.m.

**December**

- 2 Classes Resume
- 3 Last Day of Classes
- 4 Reading Day
- 5 Final Examinations Begin
- 7 Final Examinations
- 11 Reading Day
- 13 Final Examinations End
- 16 Final Grades due to Registrar by noon
- 19 Mid-Year Commencement

**January**

- 4 SPRING SEMESTER
- 8 Registration for Returning Students
- 9 Classes Begin

**February**

- 20 Last Day to Withdraw from Classes w/ Grade of W
- 28 Midterm Grades Due
- Spring Recess Begins, 5 p.m.

**March**

- 10 Classes Resume

**April**

- 23 Last Day of Classes
- 24 Reading Day
- 25 Final Examinations Begin
- 26 Final Examinations
- 30 Reading Day

**May**

- 3 Final Examinations End
- 6 Final Grades due to Registrar by Noon
- 11 Commencement

**June**

- 12 MAY ESTER - Registration
- MAY EVENING - Registration
  May Evening - Classes Begin
- 13 Maymester Classes Begin
- 20 Maymester - Last Day to Withdraw with Grade of W
- 25 Memorial Day Holiday
- 29 May Evening - Last Day to Withdraw w/ Grade of W
- 30 Maymester - Last Day of Classes